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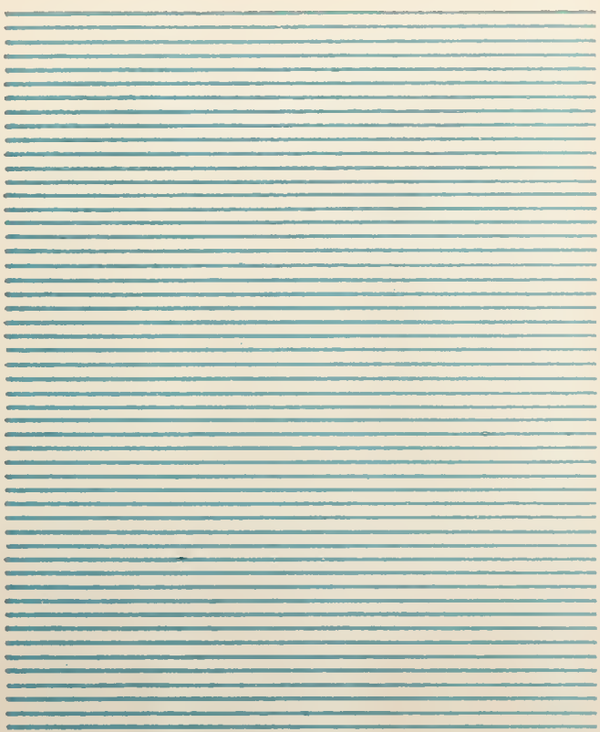

the wabash 1933

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ROBERT H. RHODEHAMEL, Business Manager

the wabash 1933

Published by

The Junior Class

of

Wabash College

Crawfordsville, Indiana

FOREWORD

The Editors of the 1931 Wabash turned their thoughts to the outward and forward looking aspects of the college. The Editors of the 1932 Wabash glanced backward and reviewed the first one hundred years of the college. We, the Editors of the 1933 Wabash, stop and look around us in somewhat the manner of today. We have tried to use a modern theme without going so far as the modernistic. We have made some necessary changes in the composition of the yearbook and in doing so hope that we have not broken too far away from the conventional scholastic deportment.

DEDICATION

To the Senior Class of 1933, from whom we have usurped the editorial appointments because of change in policy of the Publications Board, this book is dedicated with apologies, due respect, and best wishes.

THE PLAN

The Divisional System of Concentration went into effect with the freshman class of 1928—the graduating class of 1932. The chief features of the Plan are the generalization of courses during the freshman and sophomore years, the concentration in one of the four divisions—Science, Foreign Language, Social Science, English—rather than in one particular subject, and the comprehensive examination at the end of the senior year. These features and others of the Plan are given detailed treatment in a speech delivered by President Hopkins at Columbia University and reprinted on page eight by special permission of President Hopkins and the Columbia University Press.

We may be criticized for our somewhat scattered presentation of the Plan, but we believe that its sequence in the book follows almost the same course as does the Plan itself in relation to the four years of College. The student first encounters the Plan at the beginning of his college course; he again comes in contact with it shortly after the half-way point; and it is very much in evidence at the close of the college career.

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- athletics
- activities
- organizations
- centennial

THE WABASH COLLEGE PLAN

by

PRESIDENT LOUIS B. HOPKINS

Sometimes people who visit us are disappointed not so much because of our shortcomings as because of their own misunderstanding. Some have been disappointed because Wabash College is located in Crawfordsville instead of Wabash, Indiana. Others regret that the College is situated on Sugar Creek, and not "on the banks of the Wabash". The location of the College has to do with the whole educational program, however. Crawfordsville was first settled in 1822. Wabash College was founded in 1832. Thus, for one hundred years, or for almost the entire life of the community, Crawfordsville has been a college town. Crawfordsville has a population of 10,000. The College is located on the edge of this interesting and distinctive town in a heavily timbered tract of land.

It is the only privately endowed, nonsectarian, liberal arts college for men in our section of the country. We have an enrollment of 400 students, a Faculty of 32 members, an endowment of $2,200,000, a library of 71,000 volumes, and no stadium. We offer no graduate courses and grant only the one degree of Bachelor of Arts.

With this background you can perhaps visualize the College as I speak of its plans and program and the point of view out of which these have developed.

An undergraduate at Wabash, in a letter to a high-school senior, wrote: "I shall speak in terms of the benefits the individual derives from the College, for after all it is what we ourselves get out of the College that interests us and influences our decisions." This undergraduate has written in a sentence the gauge by which we measure our whole educational plan—"the benefits the individual will derive from the College". We strive to offer the opportunity for the highest possible development of the individual, and everything we do is evaluated in terms of its effect on the individual.

We claim no monopoly of the idea. We have no undue pride of authorship. We borrow ideas freely from other institutions. If any institution has worked out a course or adopted a device that we believe will improve our technique, we adopt it. We have been so liberal in accepting other people's ideas that I cannot possibly give credit where credit is due. Nevertheless, the combination of other folk's ideas with a few of our own has given us a plan which is in perfect harmony with the past history of Wabash College, and with the opportunity that lies ahead of us as a non-coeducational college of liberal arts located in the heart of the Central West.

This brings me to the first essential in our educational plan. We are agreed that we shall attempt only one type of education, that is, an undergraduate course in liberal arts. We believe this type of education contributes directly to clear thinking as well as to sound knowledge, and that both are important in individual development. If we are going to do all we can to provide opportunity for the highest possible development of each student, we must keep our enrollment down to a number with which it is possible for us to work on a personal basis. I do not mean a situation in which some one or two teachers and an adviser know the student, but rather a group in which it is possible and reasonable for all of us actually to know each other.

I am not unmindful of many things we must sacrifice if we adhere to this principle of so restricted an enrollment. From the financial standpoint alone, it restricts income unless general endowment can be increased to relieve the pressure for more funds. However, in my opinion the answer to this problem lies not in increasing our enrollment in order to get more money, but in doing so good a job of education that friends with money will desire to help us in our work.

(Continued on page 86)

College

Administration

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President, Board of Trustees: Wabash College, A.M.; Wabash College, LL.D.; University of Notre Dame, LL.D. Governor of Indiana, 1917-1921; Indiana Bar Association. Phi Kappa Psi.

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DEAN

GEORGE VALENTINE KENDALL, A.M.

Ever since his undergraduate years at Brown, Dean Kendall has occupied himself with the Drama and the Elizabethans of English Literature. He is the driving force behind the Scarlet Masque, can express himself in terms never before used, and has a Phi Beta Kappa key which he never wears.

REGISTRAR

FREDERICK CARL DOMROESE, A.M.

Professor Domroese is an admitted lover of the German language **per se;** he will recite Die Lorelei at mere mention of the name. He plays a violin, paints remarkably well, collects stamps for their color effects, and has a Phi Beta Kappa key which he wears only to meetings of that erudite group.

Seated: Chase Harding, Louis B. Hopkins, Russell T. Byers, Charles N. Williams, Matthias L. Haines, Albert B. Anderson, Evans Woolen, Eben H. Wolcott, Clair McTurnan, James P. Goodrich.

Standing: Isaac C. Elston, Jr., Edward E. Ames, George B. Luckett, Joseph J. Daniels, Oscar P. Welborn, Harold Taylor.

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JAMES GILKEY WEDDING, Sc.B. _____ Treasurer
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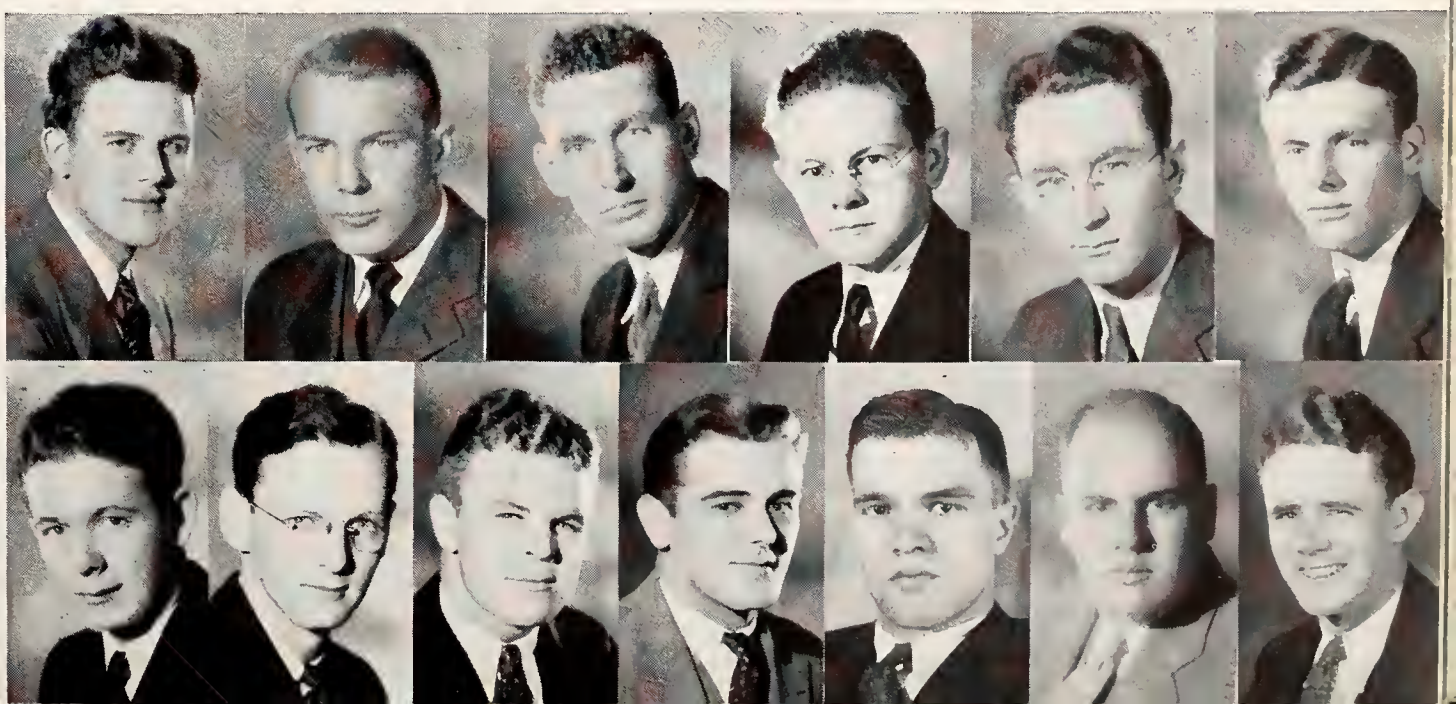
Squire, Kostanzer, Nelson, Wrona, Powers, Keenan, Bales

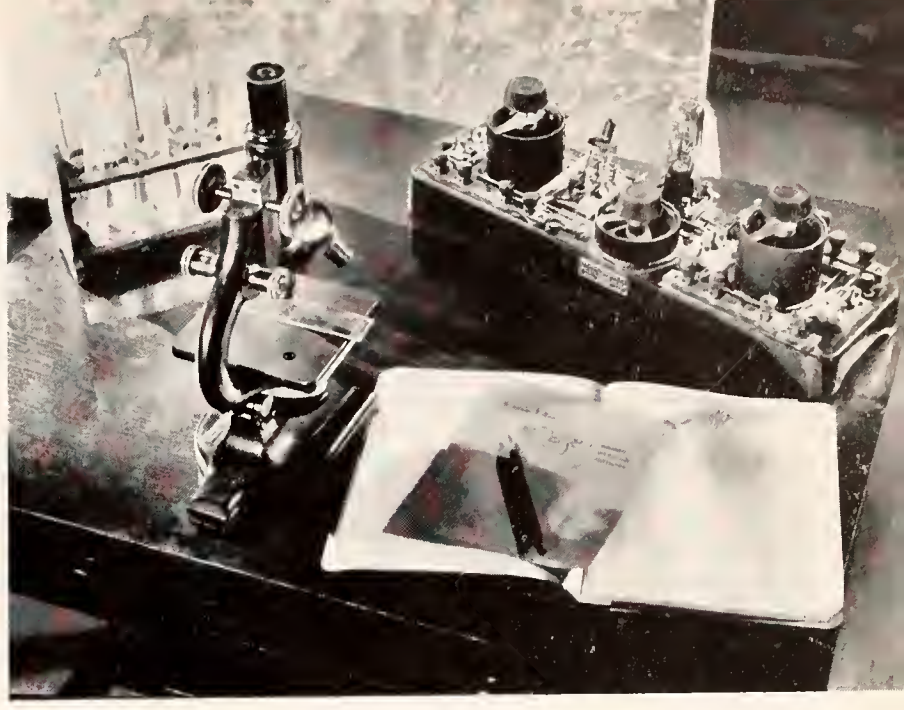


Y. BURDETTE HALL, President

FRED B. COFFMAN, Vice-President

ROBERT C. HARMAN, Secretary-Treasurer

SENIOR CLASS OFFICERS



ZOOLOGY : CHEMISTRY : BOTANY : PHYSICS : MATHEMATICS

Division 1

CHAIRMAN

LLOYD BRELSFORD HOWELL, Ph.D.

Professor of Chemistry: Wabash, A.B.; University of Illinois, A.M., Ph.D. Lambda Chi Alpha, Sigma Xi, Phi Lambda Omega, American Chemical Association.

E. G. STANLEY BAKER

Instructor in Zoology: DePauw University, A.B.; University of Chicago; Indiana Academy of Science; American Association for Advancement of Science.

ALBERT REIFF BECHTEL

Rose Professor of Botany: University of Pennsylvania, A.B.; Cornell University, Ph.D. Botanical Society of America, Indiana Academy of Science.

GEORGE ERNEST CARSCALLEN

Associate Professor of Mathematics: Wabash, A.B.; University of Illinois, A.M. Mathematical Association of America—President, Indiana Section.

GEORGE WILLIAM HORTON

Peck-Williams Professor of Physics: Illinois Wesleyan, B.S.; University of Wisconsin, M.S.; Northwestern University. Tau Kappa Epsilon, Sigma Xi, American Physical Society, American Association of Physics Professors.

RALPH B. HOWARD

Instructor in Physics: Wabash, A.B.; University of Illinois. Tau Kappa Epsilon, Phi Beta Kappa.

WILLIS HUGH JOHNSON

Associate Professor of Zoology: Wabash, A.B.; University of Chicago, M.S., Ph.D. Lambda Chi Alpha, Phi Beta Kappa, Tau Kappa Alpha, Sigma Xi, Indiana Academy of Science, American Association for the Advancement of Science.

JOSEPH CRAWFORD POLLEY

Thornton Professor of Mathematics: Yale, A.B., A.M.; Cornell University, Ph.D. Lambda Chi Alpha, Sigma Xi.

FREDERICK C. M. SMITHSON

Associate Professor of Chemistry: Illinois Wesleyan, A.B., M.S.; University of Chicago, Ph.D. Phi Lambda Epsilon, Sigma Xi, American Chemical Society, American Association for the Advancement of Science.

LOYAL S. SUTER

Instructor in Botany: Wabash, A.B.

■ JOHN P. ALIG

ΤΚΕ **INDIANAPOLIS**

French Club, 1, 2; German Club, 2, 3, 4; Alpha Pi, 2, 3, 4; Football, 1, 2, 3, 4; "W" Men's Club.

■ LLOYD M. AULT

ΛΧΑ **SPENCER**

Sphinx Club; Baseball, 1, 2; Football Manager, 4; Alpha Pi; German Club, 1, 2; "W" Men's Club.

■ GEORGE M. BALDWIN

ΚΣ **CONNEAUT, OHIO**

Sphinx Club; Baseball, 2, 3; Alpha Pi, 3, 4; German Club; Zoology Assistant, 3, 4; Bachelor, 2; News Bureau, 2.

■ CALVIN T. BEAVER

ΛΧΑ **GLENWOOD**

Alpha Pi; Botany Assistant, 4; Vice-Pres. Pan-Hellenic Council; Vice-Pres. Freshman Class; Band, 1, 2; French Club, 2.

■ LOUIS H. BREADING

ΛΧΑ **WARSAW**

Sphinx Club, Secretary; Blue Key, Secretary; Cheerleader, 2, 3, 4; Baseball, 1; Bachelor, 1; German Club, 2; Alpha Pi, President; Scarlet Masque.

■ RALPH A. CANINE

OMEGA **CRAWFORDSVILLE**

Band, 1, 2, 3, 4; Orchestra, 1; Alpha Pi, 3, 4; Botany Assistant, 4.

■ TED CARMACK

ΦΔΘ — **ROCKVILLE**

Sphinx Club; French Club, 1, 2, 3; German Club, 3, 4; Alpha Pi, 2, 3, 4; Zoology Assistant, 3, 4; Woods Hole Scholarship, 1933.

■ WILLIAM F. CASSEL

ΚΣ — **DAYTON**

Sphinx Club; President, Pan-Hellenic Council; Secretary, Sophomore Class; Yearbook, 1; News Bureau, 1, 2; Bachelor, 1; Caveman, 3; Alpha Pi, 3, 4; French Club, 2.

■ WILLIAM W. DAVIS

OMEGA — **PARKERSBURG, W. VA.**

Omega President; French Club, 3, 4; German Club, 2, 3, 4; Alpha Pi, 3, 4; Senior Council.

■ WAYNE HAFFNER

OMEGA **PORTLAND**

Band, 1, 2, 3, 4; Spanish Club, 1, 2; Alpha Pi; German Club, 3, 4.

■ Y. BURDETTE HALL

ΚΣ **CRAWFORDSVILLE**

Sphinx Club; President, Senior Class; Intramural Athletic Director, 4; Physical Educ. Assistant, 3; Basketball, 1, 2, 3, 4; "W" Men's Club; Cross Country, 3, 4.

■ ORA A. HARVEY

OMEGA **CRAWFORDSVILLE**

German Club, 2; Alpha Pi, 3, 4; Chemistry Assistant, 4.

■ ROBERT L. HOPKINS

ΚΣ **CAYUGA**

Alpha Pi, 3, 4; French Club, 1, 2; Physics Assistant, 4; Bachelor, 1; News Bureau, 1.

■ SELWYN F. HUSTED

PITTSBORO

Magnolia A. & M., 1, 2; Alpha Pi, 3, 4; German Club, 3, 4.

■ FRANCIS O. LAMB

ΔΤΔ **ELKHART**

Band, 1, 2, 3, 4; Orchestra, 1, 2, 3; Alpha Pi, 3, 4; German Club, 2, 3, 4; French Club, 3; Treasurer, Pan-Hellenic Council; Secretary, Freshman Class; Chemistry Assistant, 2, 3.

■ WAYNE F. LIVENGOOD

OMEGA **HILLSBORO**

Band, 1, 2, 3, 4; Orchestra, 1, 2, 3, 4; Alpha Pi, 3, 4; Zoology Assistant, 3, 4; Woods Hole Scholarship, 1932.

■ J. ROBERT O'DELL

OMEGA **CRAWFORDSVILLE**

Senior Council; Alpha Pi; German Club.

■ ELMER C. PETERSON

BK **GLADSTONE, MICH.**

Sphinx Club; Blue Key; Baseball, 1, 2, 3, 4; Football, 1, 2, 3, 4; German Club, 1, 2; "W" Men's Club.

■ R. PERRY REYNOLDS

ΔΤΔ — **GARRETT**

Indiana University, 1, 2; German Club, 3, 4; Alpha Pi, 3, 4.

■ STUART D. SMITH

ΦΔΘ — **COLUMBIA CITY**

Blue Key; Sphinx Club, President; Alpha Pi; Vice-President, Sophomore Class; Band, 1; Football, 1, 2, 3, 4; Basketball, 1, 2, 3; Baseball, 1, 2, 3, 4; "W" Men's Club.

■ ROBERT F. VAN CLEAVE

LADOGA

A. C. C., DePauw; DePauw, 1, 2; German Club, 3, 4; Alpha Pi, 3, 4; Physics Assistant, 4.

■ DONALD H. WINGERT

OMEGA — **NEW ROSS**

Phi Beta Kappa; French Club, 2, 3; Alpha Pi, 3, 4.

FRENCH : GERMAN : SPANISH : LATIN : GREEK : ITALIAN

Division 2

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CLARENCE ELDREDGE LEAVENWORTH, Ph.D.

Professor of Romance Languages: Hamilton College, A.B.; Yale, A.M.; University of Chicago, Ph.D.; University of Paris; Columbia University. Delta Upsilon, Phi Beta Kappa.

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Professor of German: Butler University, A.B.; Michigan University, A.M. Phi Kappa Phi, Phi Beta Kappa.

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Instructor in Spanish: Wabash, A.B. Delta Tau Delta.

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HENRY CLOSE MONTGOMERY

Assistant Professor of Classics: Hanover College, A.B.; University of Illinois, A.M.; University of Vienna. Phi Delta Theta, Phi Kappa Epsilon, Phi Eta.

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Associate Professor of Latin and Mathematics, Emeritus: Wabash, A.B., A.M., L.H.D. Phi Kappa Psi, Phi Beta Kappa.

JAMES Y. BALES

ΔΤΔ — **CRAWFORDSVILLE**

Sphinx Club; Pi Delta Epsilon; Senior Council; Editor, Caveman, 3; German Club, 3, 4; French Club, 3, 4; Senior Basketball Manager; "W" Men's Club.

C. LISLE BEAMER

CANTON, OHIO

Senior Council, Treasurer; French Club, 2, 3, 4; German Club, 3, 4.

DWIGHT S. DODSON

OMEGA — **CRAWFORDSVILLE**

■ THOMAS L. HUDSON

WAYNETOWN

Alpha Pi, 2, 3; German Club, 2, 3, 4.

■ RAYMOND E. JARVIS

CRAWFORDSVILLE

Spanish Club, 1, 2, 4; Bachelor, 1, 2; French Club, 4.

■ WILLIAM J. ROBISON

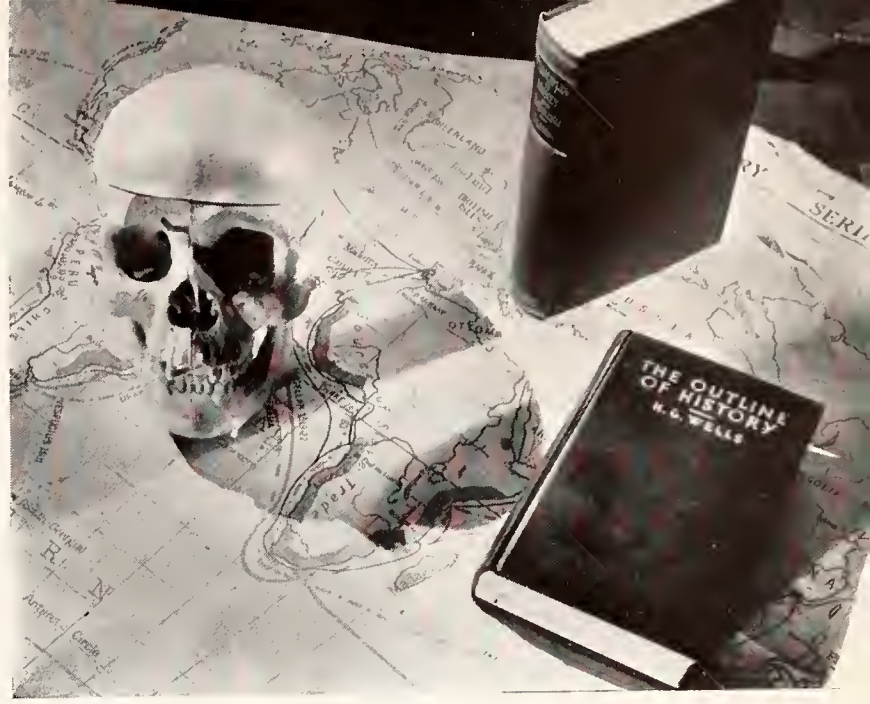
BOII **FRANKFORT**

President, French Club, 4; President, Spanish Club, 4.

■ ROBERT I. STAFFORD

OMEGA **CRAWFORDSVILLE**

French Club, 3, 4; Botany Assistant, 3.



Division 3

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FERGUSON REDDIE ORMES, A.M.

Professor of Economics: Colorado College, A.B.; University of Chicago, A.M.; Yale, A.B. Alpha Sigma Phi, American Association of Instructors in Accounting.

ROBERT WALLACE BRUCE

Associate Professor of Psychology: Wabash, A.B.; University of Chicago, A.M., Ph.D. Lambda Chi Alpha, Phi Beta Kappa, Phi Delta Kappa.

ALONZO ERWIN GOLDSBERRY

Instructor in History: Wabash, A.B.; Butler University, A.M. Lambda Chi Alpha, Phi Kappa Phi.

THEODORE GREGORY GRONERT

Professor of History: University of Wisconsin, A.B., A.M., Ph.D. Phi Gamma Mu, Phi Eta, American Historical Association.

OBED SIMON JOHNSON

Professor of Religion and Philosophy: Carleton College, A.B.; Oberlin Theological Seminary, B.D.; University of California, Ph.D.

JAMES JAMIESON PATTERSON

Instructor in Economics, Director of Recreational Activities: Northwestern University, B.S.; Columbia University. Sigma Chi, Delta Sigma Pi, Beta Gamma Sigma.

JOHN DOREN TOMLINSON

Assistant Professor of Political Science: Northwestern University, B.S.; Columbia University, A.M. Delta Upsilon, Sigma Delta Chi.

■ LORENTZ H. ADOLFSON

ΚΣ **CHICAGO, ILL.**

Phi Beta Kappa; Blue Key; Tau Kappa Alpha; German Club, 2, President, 3, 4; Debate Squad, 3, 4; Speakers Bureau, 3, 4; Evans Oratorical, 3, 4, 1st prize, 4; Baldwin Oratorical, 3, 1st prize; Peace Contest, 3, 1st prize; 1st prize in State Oratorical; 2nd prize in National Oratorical.

■ PAUL E. ANDERSON

ΒΚ **BROOKFIELD, ILL.**

Sphinx Club; President, Senior Council; International Relations Club; French Club, 1, 2.

■ FRED B. COFFMAN

ΛΧΑ **ROACHDALE**

Sphinx Club; Vice-Pres., Senior Class; Senior Council; Football, 1; Basketball, 1, 2, 3, 4; "W" Men's Club.

THOMAS CREIGH, JR.

ΦΓΔ — **HIGHLAND PARK, ILL.**

Princeton, 1, 2; Scarlet Masque, 3, 4; French Club, 3; Sophomore Basketball Manager.

RUSH B. FREEMAN

ΦΓΔ — **BICKNELL**

CLARENCE N. GINGERICH

ΚΣ — **CHICAGO, ILL.**

Football, 1, 2, 3; "W" Men's Club; German Club, 2, 3, 4; Scarlet Masque, 3, 4.

■ ROBERT C. HARMAN

ΔΤΔ **SARATOGA**

Spanish Club, 1, 2; Band, 1, 2, 4; Football, 1, 2, 3; Baseball, 2, 3; Basketball, 1, 2, 3, 4; "W" Men's Club; Secretary, Senior Class.

■ HENRY K. JEWELL

DANVILLE, ILL.

Michigan U., 1; Illinois U., 2; French Club, 3; Band, 3, 4.

■ MAX L. KEENAN

ΛΧΑ **PRINCETON**

Sphinx Club; Football, 1; Scarlet Masque; Debate Squad, 4.

■ JOHN M. KITCHEN

ΒΘΠ — **INDIANAPOLIS**

Blue Key; Tau Kappa Alpha; Tennis, 3, 4; "W" Men's Club; Bachelor, 1, 2; French Club, 2, 3; Speakers Bureau, 2, 3, 4; Vice-President Junior Class; Hays Oratorical, 1st prize, 2; Evans Oratorical, 1st prize; 2nd prize, State Oratorical, 3; Winner of Hays All-College Debate Award.

■ RAYMOND E. KOSTANZER, Jr.

ΒΘΠ — **CRAWFORDSVILLE**

Senior Council; Bachelor, 1; German Club.

■ JOSEPH C. LAFOLLETTE

OMEGA — **CRAWFORDSVILLE**

Senior Council; Baseball, 1, 2, 3, 4; "W" Men's Club; Spanish Club, 2, 3; Treasurer, Independent Men.

■ ROBERT R. NEAL

ΒΘΠ **SPRINGFIELD, ILL.**

Scarlet Masque, 1, 2, 3, 4; Football, 2, 3; "W" Men's Club.

■ EDWIN R. NELSON

ΚΣ **HAMMOND**

Sphinx Club; Blue Key, President; President, Freshman Club, 3; Spanish Club, 1; Senior Council.
Captain, 4; "W" Men's Club; Scarlet Masque, 1; German Club, 3; Spanish Club, 1; Senior Council.

■ RICHARD O. OLSON

ΚΣ **CHICAGO, ILL.**

Scarlet Masque, 3, 4.

■ HEMAN R. POWERS

ΦΓΔ — **ST. CHARLES, ILL.**

Sphinx Club; Senior Council; News Bureau, 1; Yearbook, 1; Scarlet Masque; Spanish Club; Football, 2, 3, Captain, 4; "W" Men's Club.

■ O. LAWRENCE SERVIES

CRAWFORDSVILLE

Hays Oratorical, 1.

■ ALAN A. SIGRIST

ΤΚΕ — **FORT WAYNE**

Sphinx Club; Swimming Team, 1; Spanish Club, 1, Vice-President, 2; Band, 1, 2, 3, 4; Sophomore Basketball Manager; Caveman, 3, 4.

■ J. QUENTIN SMITH

ΦΓΔ — **WINCHESTER**

Bachelor, 1; Yearbook, 1; German Club; Basketball, 1; Football, 1, 2, 3, 4; "W" Men's Club.

JOHN E. SPOHR

TKE — **JAMESTOWN**

German Club, 2; Alpha Pi, 2.

ROBERT L. SQUIRE

ΣX — **MICHIGAN CITY**

Sphinx Club; Senior Council; Pan-Hellenic Council; Swimming, 1; Golf, 3, 4; "W" Men's Club.

MERRILL E. M. TARON

ΦΔΘ — **KANKAKEE, ILL.**

Pi Delta Epsilon, Vice-President, 4; Pan-Hellenic Council; Scarlet Masque, 1, 2, 3, 4; German Club, 1, 2; Caveman, 1, 2; Yearbook, 3; Golf, 3.

JOHNIE N. THEOBALD

ΦΓΔ — **DES PLAINES, ILL.**

Bachelor, 1, 2, 3, Circulation Manager, 4; Vice-President, Press Club; German Club; Mills Contest, 3; International Relations Club.

■ WALDO W. WHEELER

ΦΔΘ — **SULLIVAN**

Sphinx Club; German Club, 2, 3.

■ CHARLES M. WRONA

ΦΔΘ — **SHINGLETON, MICH.**

Sphinx Club; Blue Key; Senior Council; Football, 2, 3, 4; Basketball, 1; Baseball, 1, 2, 3, 4; "W" Men's Club.

■ E. RICHARD WYMOND

ΛΧΑ — **WARSAW**

Bachelor, 1; Yearbook, 1; French Club, 2.

■ JOHN A. YEAGER

ΔΤΔ — **INDIANAPOLIS**

German Club, 1, 2; News Bureau, 1, 2; President, Junior Class; Junior Football Manager.

Division 4

CHAIRMAN

JAMES INSLEY OSBORNE, Ph.D.

Yandes Professor of English Language and Literature: Wabash, A.B., A.M.; Oxford University, A.B.; Columbia University, Ph.D. Rhodes Scholar, Beta Theta Pi, Phi Beta Kappa.

WILLIAM NORWOOD BRIGANCE

Professor of Speech: University of South Dakota, A.B.; University of Nebraska, A.M.; University of Iowa, Ph.D.; University of Chicago. Lambda Chi Alpha, Phi Beta Kappa, Tau Kappa Alpha, National Association of Teachers of Speech, American Association of University Professors.

NEIL CHARLES HUTSINPILLAR

Associate Professor of English: Ohio State University, A.B.; University of Chicago, A.M. Pi Kappa Alpha.

GEORGE VALENTINE KENDALL

Milligan Professor of English: Brown University, A.B.; University of Wisconsin, A.M. Delta Phi, Phi Beta Kappa.

LEVI ROBERT LIND

Instructor in Classics: University of Illinois, A.B., A.M. Phi Beta Kappa.

MYRON GUSTAVUS PHILLIPS

Assistant Professor of Speech: Wabash, A.B.; University of Iowa, A.M. Lambda Chi Alpha, Phi Beta Kappa, Tau Kappa Alpha. National Association of Teachers of Speech

JOHN MAURICE PLUMMER

Instructor in English, Alumni Secretary: Wabash, A.B. Phi Gamma Delta, Tau Kappa Alpha.

■ G. WALLACE B. ATKINSON

CRAWFORDSVILLE

Scarlet Masque, 2, 3, 4; Caveman, 2, 3; French Club, 2, 3.

■ W. LESLIE BURROUGHS

ΤΚΕ **CRAWFORDSVILLE**

Pi Delta Epsilon; Caveman, 1, 2, Advertising Manager, 3, Business Manager, 4; Bachelor, 1, 2; Press Club, 1, 2; French Club, 1, 2; Speakers Bureau; Golf, 1; Tennis, 1.

■ CHARLES E. HUTCHINS

ΛΧΑ **ROACHDALE**

German Club, 2; Basketball Manager, 2, 3.

■ KENNETH C. LOVGREN

ΦΓΔ — **HUBBARD WOODS, ILL.**

Sphinx Club; Blue Key; Pi Delta Epsilon, President; Bachelor, 1, 2, Editor, 3, Advisory Board, 4; Chairman, Publications Board; Press Club, 1, 2, President, 3; Scarlet Masque, 1, Stage Manager, 2, Business Manager, 3, President, 4; Editor, Pi Delt Handbook, 4; Secretary, Junior Class; Yearbook, 1, 2, 3; Basketball Manager, 2; Hays Oratorical, 2; Spanish Club, 1, 2, 3; News Bureau, 1, 2; Pan-Hellenic Council; Caveman, 1, 2, 3, 4.

■ KENNETH E. RUSH

ΤΚΕ — **DANVILLE, ILL.**

Sphinx Club; Pi Delta Epsilon; Bachelor, 1, 2; Yearbook, 2, 3; Caveman, 3, 4; Baseball Manager, 2; News Bureau, 1, 2, 3; Press Club, 2, 3, 4.

■ VACLAV J. SALLAK

ΦΓΔ — **NEW YORK, N. Y.**

Pi Delta Epsilon; President, Sophomore Class; Bachelor, 1, 2, 3; Yearbook, 1, 2; College Choir, 1, 2; Scarlet Masque, 1, 2, 3, 4; Press Club, 1, 2; French Club; Caveman, 1, 2, 4.

PHI BETA KAPPA :: BLUE KEY :: SPHINX CLUB

All College Honorary

PHI BETA KAPPA

The Wabash chapter of Phi Beta Kappa was established in 1898 and since that time has been the goal of student academic effort. Election to this national honorary scholastic fraternity is considered in college and university circles to be the highest mark of commendation for undergraduate endeavor. Occasionally members have been known to rest on their laurels and bask in the aura of the three significant stars; however, members of the Wabash group have not, as a rule, been content with mere election to this body, but, even after personal recognition, have continued to advance the torch of Learning.

It is the sincere hope of the Editors that the fundamental principles taught by Phi Beta Kappa may guide and restrain its members in this day of impetuous academic theorizing.

The officers of the local chapter are:

Prof. Robert W. Bruce _____ President

Albert Diserens _____ Vice-President

Prof. James H. Osborne _____ Secretary

L. H. Adolfson, D. H. Wingert__Jr. Members, 1932

BLUE KEY

1. Wrona, Breading, Lovgren, Kitchen.
2. Smith, Nelson, Peterson, Adolfson.

Blue Key is a national honorary fraternity which recognizes outstanding men of the college. Eight men are chosen each year from the Junior Class and are selected because of merit shown in leadership, character, student activities, and scholarship.

The Wabash chapter enjoys the distinction of being the second chapter of this fraternity to be established. There are now more than forty-five active chapters in the country, and the fraternity is rapidly commanding the esteem to which its standards and members entitle it.

The greatly needed yard markers on the football field were furnished by the club, and an enthusiastic project of re-forestation of the campus has been the concern of its members.

The officers for this year were:

Edwin R. Nelson ---------- President
John M. Kitchen ---------- Vice-President
Louis H. Breading ---------- Secretary-Treasurer
George V. Kendall, James I. Osborne, George W. Horton ---------- Faculty Members

1. Sigrist, Rush, Hall, Carmack, Breading, Cassel, Ault.
2. Smith, Kneisley, Coffman, Kelley, Rhodehamel, Peterson, Squire, Baldwin, Wrona.
3. Memering, Lovgren, Mueller, Bales, Wheeler, Nelson, Swails, Anderson.

SPHINX CLUB

The Sphinx Club was founded in 1922 with the purpose of promoting closer fellowship among the organized and independent upperclassmen. The club meets every two weeks at one of the fraternity houses, at which meetings the members discuss awards for various activities of the student body.

This year the club again donated a cup for the best decorated fraternity house at Homecoming time. It served as cosponsor with the Scarlet Masque in making possible the "Footlight Frolics", awarding a cup for the best vaudeville skit of the evening.

Last year the club established a Hall of Fame with a large portrait of Pete Vaughan and a panel of the major sport captains. This year the club will add the picture of Harry Scholler, "The Skipper", and this year's captains.

OFFICERS

Stuart D. Smith _____ President
Robert L. Squire _____ Vice-President
Louis H. Breading _____ Secretary-Treasurer

Other Classes

JUNIORS :: SOPHOMORES :: FRESHMEN

1. Bever, Smith, L. W., Nunn, Rhodehamel.
2. Miller, Darter, Frank, Smith, M. A., Cole.
3. Larrabee, Snoddy, Horuff, White, Boots, Mangus.

JUNIORS

OFFICERS

RALPH W. WHEATON

President

A. CRESSLER BOMBERGER

Vice-President

HARRY C. BRYSON

Secretary-Treasurer

1. Bradshaw, Horton, Davis, A. J., Vinroot, Varner, Barton, Danforth, Stepka.
2. Cornell, Easthope, Carscallen, Stafford, Thompson, Willis, Moseley, Sumner, Hassan.
3. McKinney, Snedicor, Beaman, Thomas, Meese, Fruits, Martin, Robbins.

JUNIORS

1. Warren, Lippincott, Fobes, Darnell, Grimes.
2. Linn, Wightman, Maloney, Fruits, Peck.
3. Wheaton, Auer, Ames, Prell.

1. Stewart, Stierwalt, Rovenstine, Smith, R. K., Stephens, Ronk, DeLuca, Harris.
2. Blackmore, Null, McGaughey, Robertson, F. B., Fox, Schwartz, Loop.
3. Hunt, Heath, Mason, Visscher, Appel, Thorne, Harbison, Cheek.

SOPHOMORES

OFFICERS

D. MARCELLUS JONES
President

ROSS O. NELSON, JR.
Vice-President

HAROLD A. ROMBERG
Secretary-Treasurer

1. Blackburn, R. L., Ball, Gleaves, Hartfelter, Merchant, Kraning, Moore, McEwan.
2. Berol, Gleason, Northcutt, Hays, Blackburn, W. G., Hoaglin, Everson, Frasor, Coon.
3. Kelso, Klevorn, Ewoldt, Curts, Neal, Nelson, Morris, Keefe, Oren, Milikan, Kennedy.
4. Crisler, Joyce, Jordan, Ludwig, Jones, Hird, Leyshon, Kernodle.

SOPHOMORES

1. Pomeroy, Vogel, Myers, Jenkins, Krause, Romberg, Robertson, C. R. Gerow.
2. Smith, H. W., Meahl, Fulton, McIntire, Robison, Charles, Reinert, Saikley.
3. Clabaugh, Wachs, Underwood, Hoke, Berns, Pancoke, Murdock.

1. Loewi, Billingsley, Stults, Tompkins, Bowerman, MacBeth.
2. Long, Luzar, Lanigan, Thoeming, Lee, Mason.

FRESHMEN

OFFICERS

GEORGE E. HOME, JR.
President

WILLIAM A. SUNDLOF
Vice-President

THAD S. McCULLOCH
Secretary-Treasurer

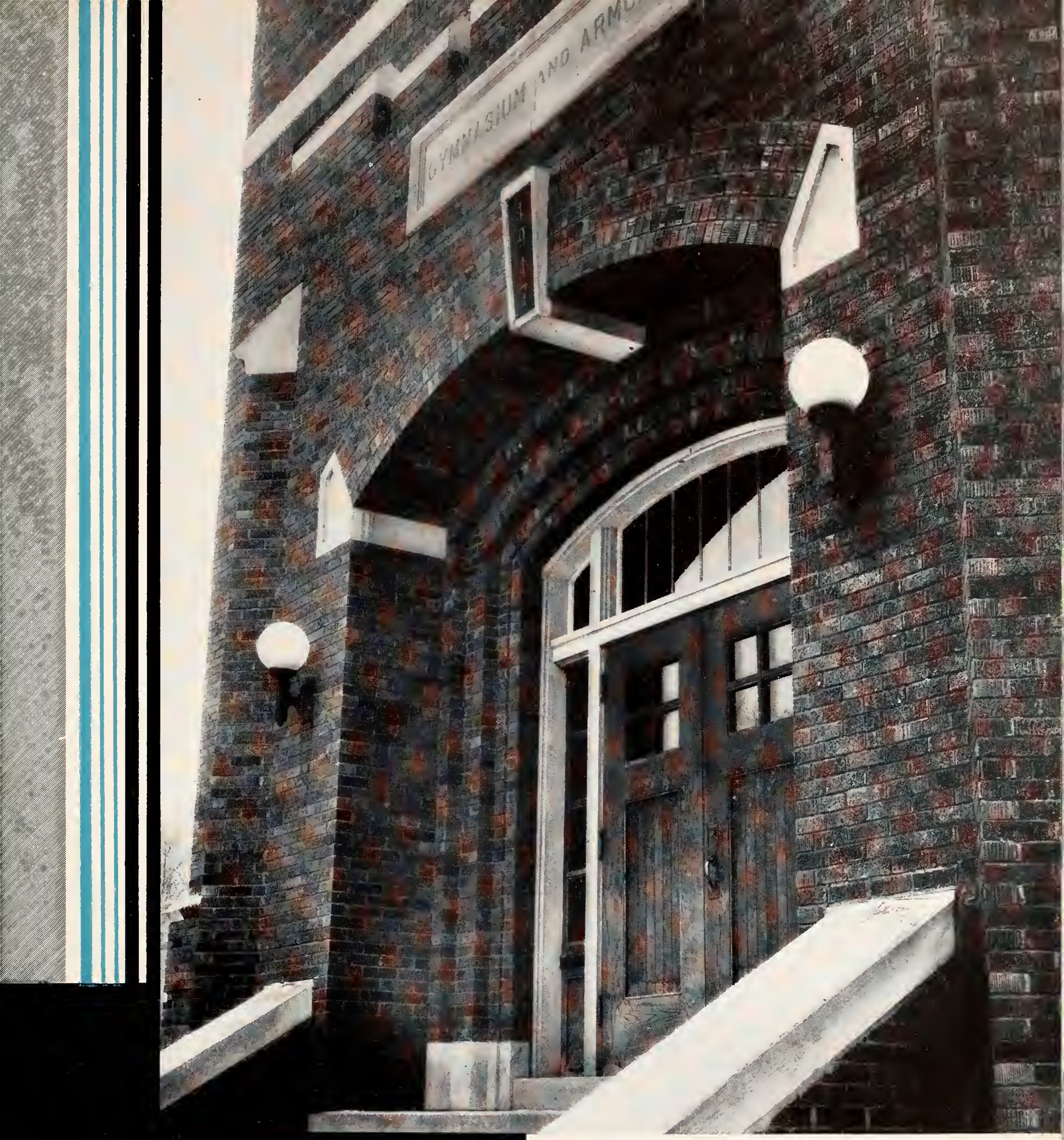
1. Ragan, Rhoads, Merrell, M. D., Pedigo, Kirtley, Knight, Smith, R. B.
2. Rush, Weaver, Smith, R. M., Nave, Mathews, Porzak, MacKay, Rubush, Merrell, M. S., Shearer, Lenhardt.
3. Schetnitz, Smith, D. L., Murdock, Prestin, Schnur, Rayborn, Meritt, Parlon, Menaugh, Milligan.

FRESHMEN

1. Storm, Sharp, Marmaduke, Rowe, C. F., Snyder, Riggs, Spiedel.
2. Wezel, Elliott, Hollett, McCulloch, Stilling, Terhune, Terry, Sowle, Underwood, Twitchell, Whitecotton.
3. Wood, TerBeek, Smith, B. B., Taylor, Sundlof, White, H. W., Williams, Trippet.

1. Bingaman, Downey, Dwyer, Fishero, Forrest, Bigler, Davis, V. W., Coover.
2. Clements, Flaningam, Jones, F. D., Goff, Anderson, Greenebaum, Hall, L. D., Hanlin, Gewecke, Airhart.
3. Baker, Howell, Beeson, Hanna, Home, Adler, Burkhart, Hall, F. T., Kent, Jones, Jewett.

FRESHMEN



Athletics

DIRECTOR OF ATHLETICS

ROBERT EDWARD VAUGHAN

"Pete" Vaughan has been head coach of football and basketball since 1919. Last year he became Director of Athletics upon the retirement of "The Skipper", Harry Scholler. He is very reticent in a crowd, but will tell stories by the hour to a small group; he dislikes horses, but enjoys driving his car around the county on rainy nights. He has been seen rolling cigarettes and pulling grass at football games by every Wabash man. He is a tradition of the college, and will remain such after he has coached his last "Wonder Five".

A. E. GOLDSBERRY
Head Coach of Baseball
Assistant Coach of Football

J. J. PATERSON
Freshman Coach
Director of Recreational Activities

ASSISTANT COACHES

SENIOR MANAGERS

Davis, Baseball; Bales, Basketball; Ault, Football

PUNTS :: PASSES :: PENALTIES

Football

NELSON

WRONA

PETERSON

SMITH, S. D.

VINROOT

October 1 WABASH 0; FRANKLIN 0

With only two weeks of fall practice behind them, the Cavemen held the strong Franklin eleven to a scoreless tie on Ingalls Field. Two costly fumbles by the Little Giants in the shadow of the Baptists' goal proved fatal to their chances for victory. Franklin drove to within eight yards of a score during the third quarter, but at this point the Wabash line braced and held for downs. Several sophomores received their first dose of fire: Peterson, Powers, Stierwalt, and Reinert.

October 8 WABASH 13; ROSE POLY 6

Don Kutz's forty-five yard dash around his right end for a touchdown late in the first quarter paved the way for the Vaughanmen's first triumph of the year. A pass, Gerow to Milam, was the means of the final Wabash score. The Engineers' points came as a result of a blocked kick recovered by a Rose Poly lineman on the Scarlet's eight yard line. This game marked the renewal of football relations between the two schools after a lapse of seven years.

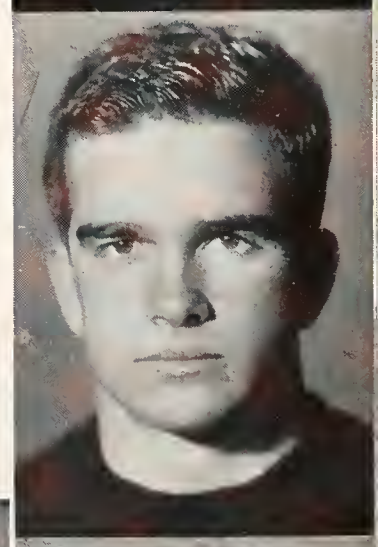
VARNER

KUTZ

WIGHTMAN

WHITNEY

MEESE



October 15 WABASH 13; EVANSVILLE 0

Showing improved play in every part of the game, the Cavemen defeated the Purple Aces of Evansville by a two touchdown margin, 13 to 0, in their first contest away from the home field. "Red" Varner, fleet Scarlet halfback, twisted and sidestepped his way fifteen yards through a broken field for the first Wabash score. A new aerial combination, Whitney to Berns, was responsible for the second score. Numerous penalties and fumbles cost both sides several excellent opportunities to score. Two complete Cavemen elevens saw action against the Pocket City gridmen.

October 22 WABASH 34; BUTLER 0

Facing a highly touted Butler team that outweighed them ten points to the man, the Little Giants rose to all the glory that was theirs of old in crushing the Bulldogs under an avalanche of touchdowns for a final score of 34 to 0. The amazed Butler coach, Fritz Mackey, made frantic attempts to stem the rising surge of Wabash power, but to no avail. Not since the days of Milstead, Parr, Ebert, and other immortals of the gridiron has a Wabash eleven ever turned in a more masterful exhibition of football than did this year's team on October 22. The linesmen and backs worked together like a smoothly oiled machine relentlessly mowing down everything that crossed its path. There was no individual star: every man executed his duties with the precision of a master craftsman, and the impossible was realized.

REINERT

STIERWALT

GEROW

BERNS

MILAM

October 29 WABASH 0; MIAMI 33

Showing plainly the results of a letdown following their great triumph over Butler the previous week, the Cavemen proved to be no match for the heavier, more powerful, Miami eleven. The Redskins possessed one of the most mystifying attacks ever seen on Ingalls Field. Their single and double wingback formations, spinners, and superb passing offense kept the Vaughanmen on the defensive all afternoon, although on one occasion the Little Giants were within ten yards of a touchdown. In spite of a badly injured knee, "Heme" Powers, veteran Wabash center, entered the contest and played his customary aggressive style of football throughout the game.

November 5 WABASH 0; CINCINNATI 14

Handicapped by the loss of Powers, Varner, and Nelson, who were out of the starting lineup on account of injuries, the Little Giants went down fighting valiantly against the superior strength of the strong University of Cincinnati Bobcats. Gilliand, All Buckeye Conference fullback, was the spearhead in the attack of the Queen City's men. The game was played in the new University stadium before an overflow crowd. Elmer Peterson and "Cy" Gerow were outstanding for the Cavemen.

UNDERWOOD

BLACKMORE

HOKE

SMITH, J. Q.

SNODDY

November 12 WABASH 50; CENTRAL NORMAL 0

After a three weeks absence from the victory column, the Scarlet gave a convincing exhibition of their return to form by swamping the inferior Purple Warriors from Danville, 50 to 0, as a final tuneup before the big game with DePauw the following weekend. Coaches Vaughan and Goldsberry made numerous substitutions as the score mounted higher, and all the Wabash reserves got into the fray. The Normalites were obviously not in the same class with the Little Giants and were able to offer no defense against the running plays of the Cavemens' offensive.

November 19 WABASH 0; DEPAUW 0

Playing under the most unusual weather conditions ever experienced in the long list of the Wabash-DePauw football games, the two old rivals battled sixty minutes to a 0 to 0 deadlock at Greencastle. Forty-eight hours before gametime, Blackstock Field was buried under twelve inches of snow. Workmen labored for two nights and days clearing the field. DePauw made three threats, but each time the Little Giants stopped Don Wheaton, one of the greatest halfbacks ever to don the moleskins for old Asbury. Both schools were within striking distance of each others goal on several occasions, but the white line proved to be an uncrossable barrier to both teams. Five Wabash seniors played their final game against the Tigers.

Owing to sickness "Heme" Powers was not able to have his picture included in this section; however, the Editors wish to take this opportunity of giving him due credit for his work as Captain of the team during the season. His backing-up of the line was superb, and his general ability has more than merited his membership in the 1933 Hall of Fame.

1. Hoke, Robbins, Whitney, Varner, Smith, S. D., Kutz, Blackmore, Horton.
2. Stierwalt, Snoddy, Smith, J. Q., Vinroot, Riker, Beaman, Milam, Wrona, Nelson, Peterson, E. E., Gerow.
3. Goldsberry, Powers, H. R., Underwood, Powers, I. A., Visscher, Berns, Reinert, Wightman, Meese, Peterson, E. C., Mueller, Vaughan.

VARSITY

1. Coover, TerBeek, Luzar, Bingaman, Long, Burkhart, Davis, D. D., Baldauf.
2. Cain, Berol, Merrell, M. D., Pedigo, Dwyer, Riggs, Merrell, M. S., Nave.
3. Swails, Snyder, Clabaugh, Sundlof, Tompkins, Hanna, Rowe, White, Spiedel, Jones, F. D., Fishero, Wood, Paterson.
4. Baker, Gewecke, Hunter, Terhune, Lockridge, Beeson, Kent, Schnur, Williams, Adler.

FRESHMEN

FIELD GOALS :: FOULS :: FREE THROWS

Basketball

NELSON

HARMAN

COFFMAN

HALL

KNEISLEY

A RESUME OF THE BASKETBALL SEASON

Although the scores put Wabash in a poor light, the season was really more successful than one might imagine from the final results as such. When one considers the calibre of the Little Giants opponents, the resultant scores were not as important as was the spirit and determination with which the Vaughanmen met these superior teams. It is interesting to note that the Wabash cagers played the best games against the strongest opponents. After the overwhelming defeat of Illinois, the Scarlet fell before "Piggy" Lambert's mighty cage machine, only to turn in a good game against Wittenburg the following weekend. The Cavemen were at their best against the strong Northwestern University team, keeping in close touch with the Wildcats until the last minutes when the superior play of Reiff and Johnson gave the Purple a 31 to 24 victory.

Outstanding performances were given by Nelson and Harman, Joyce and Mason, sophomores, playing remarkably good games.

At the close of the season, Eddie Nelson was chosen honorary captain of the squad. Nelson, Coffman, Harman, and Hall played their last games for Wabash, but with the necessary experience next year's team has promise of being exceptionally strong.

JOYCE
OREN
BERNS
MASON
CRISLER

SCORES OF THE 1933 SEASON

December 6—WABASH 21; INDIANA 22
December 12—WABASH 24; MANCHESTER 26
December 17—WABASH 36; ILLINOIS 24
December 27—WABASH 15; PURDUE 35
January 2—WABASH 35; WITTENBURG 32
January 9—WABASH 27; BUTLER 31
January 14—WABASH 41; FRANKLIN 20
January 18—WABASH 14; DEPAUW 29
January 31—WABASH 25; WITTENBURG 30
February 4—WABASH 24; NORTHWESTERN 31
February 8—WABASH 29; FRANKLIN 23
February 14—WABASH 20; BUTLER 34
February 20—WABASH 31; EVANSVILLE 27
February 24—WABASH 21; DEPAUW 28
February 29—WABASH 23; EVANSVILLE 37
March 4—WABASH 29; NOTRE DAME 43

VARSITY

1. Fobes, Rovenstine, Oren, Kneisley, Coffman, Harman.
2. Freeman, Joyce, Mason, Prell, Berns, Vaughan, Riker, Heath, Nelson.

FRESHMEN

1. Bingaman, Saikley, Jones, Smith, B. B., Snyder, Smith, R. M., Fishero.
2. Paterson, Mason, Hanna, Davis, Lockridge, Hollett, Sowle, Adler.

Baseball

HITS :: RUNS :: ERRORS

WRONA
SMITH, S. D.
PETERSON
LAFOLLETTE
GEROW

BASEBALL, 1932

April 9 WABASH 4; PURDUE 5

A fine piece of relief pitching by Griffin, sophomore portsider, halted a Caveman rally in the seventh inning and enabled the Boilermakers to nose out the Little Giants in the season's opener.

April 11 WABASH 1; PURDUE 3

After hurling two innings of shutout ball, "Red" LaFollette became erratic and allowed two precious Purdue tallies to cross the plate. Despite his issuing of four bases on balls, the sorrel thatched Wabash ace allowed only one safe hit during the game.

April 12 WABASH 1; PURDUE 3

Nine bases on balls combined with numerous costly errors by the remainder of the Scarlet permitted Purdue to annex their third victory of the year over the Goldsberrymen.

April 13 WABASH 4; PURDUE 3

"Chuck" Wrona's timely single in the eighth inning sent Goodman home with the winning run and the Cavemen took the final tilt of a four game series with the Boilermakers. "Red" LaFollette dispelled the fallacy that pitchers are poor hitters by clouting a circuit smash with Hinshaw on in the initial frame.

April 14 WABASH 14; BALL STATE 13

Wabash captured a long slugfest from Ball State in a game lasting three hours and ten minutes. Wrona annexed batting honors with a pair of Home runs and a single.

April 19 WABASH 3; CENTRAL NORMAL 6

A Schoolmaster comeback in the opening half of the final stanza broke a three to three tie and enabled the Purple Warriors to emerge on the long end of a 6 to 3 count.

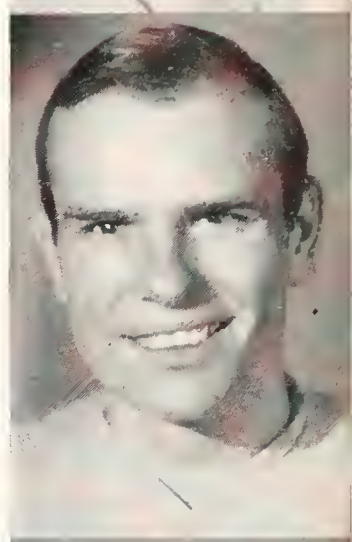
April 23 WABASH 0; BALL STATE 6

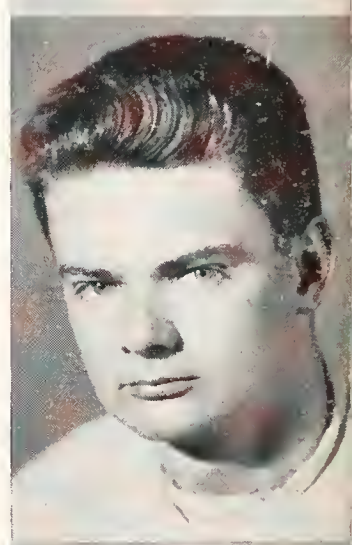
A four hit pitching performance by Watson, Cardinal pitcher, turned back the invading Little Giants at Muncie.

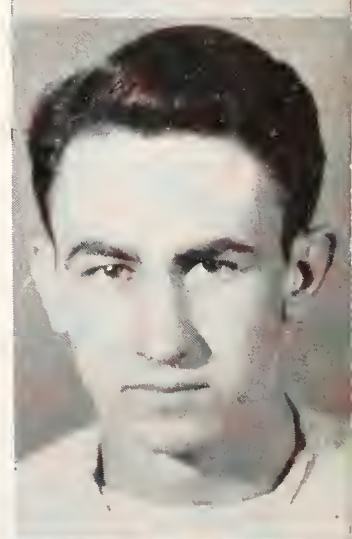
April 28 WABASH 1; INDIANA STATE 9

Continuing their mid-season slump the Scarlet received a 9 to 1 lacing for their trouble. Spence, Sycamore mound ace, gave the Cavemen a pair of scratch singles in nine innings of superb flipping.

JOYCE
RIKER
THOMPSON
SMITH, H. W.
ROMBERG







April 30 WABASH 1; CENTRAL NORMAL 4

Taking advantage of several Wabash errors at crucial moments of play, Central Normal pushed over three runs in the sixth inning to sweep a second victory over the Little Giants.

May 4 WABASH 5; DEPAUW 10

Wabash dropped its fifth consecutive game of the 1932 season to an alert Tiger nine on May 4. Gehle's play stood out for the Cavemen, the little backstop lashing out a four base hit in the second period.

May 8 WABASH 3; BUTLER 1

Brilliant hurling by LaFollette plus some effective support in the field and at bat enabled the Little Giants to regain their place in the winning column.

May 13 WABASH 3; MIAMI 7

Miami avenged a 1931 defeat by capitalizing on some slipshod fielding by the Cavemen to register a 7 to 3 victory. Both teams collected ten hits apiece, but Wabash was charged with five errors against the Redskins' three.

May 14 WABASH 0; OHIO UNIVERSITY 7

The Little Giants concluded a two day invasion of Buckeye battlefields by dropping a 7 to 0 decision at Athens. Galabow, Ohio pitcher, held the Cavemen to only one safe hit in the nine innings.

May 17 WABASH 3; INDIANA STATE 13

A ruthless band of sluggers from Terre Haute gave the Scarlet their worst defeat of the year. LaFollette gave only eight hits but insufficient support caused the score to mount against the Little Giants.

May 21 WABASH 5; OHIO WESLEYAN 8

A fighting finish by the Battling Bishops gave them a three run margin over the Scarlet in a loosely played game on the local diamond. Haase and Peterson had one of their worst days and play in general was sluggish.

May 25 WABASH 9; DEPAUW 7

Rising to a new level, the Little Giants attoned for an erratic season by whipping the Methodists at Greencastle, 9 to 7. For the second time in two years LaFollette was the winning pitcher against DePauw.

Seated: Robbins, Beaman, Berol, Thompson, Horton, Smith, Gerow, Oren.
Standing: Darter, Peterson, Meese, Hoke, Heath, Riker, Joyce, Byrd, Kernodle, Romberg, Goldsberry.

BASEBALL 1933

As the book goes to press Coach Goldsberry has whipped his 1933 squad into good shape, but because of weather conditions the first scheduled games had to be called off. Consequently only a tentative prediction can be made at this time about the first string positions. The lineup for the season will probably be: Wrona, first; Romberg, second; Oren, shortstop; "Stew" Smith, third; Gerow, left field; Byrd, center field; and Hoke, right field. Peterson, Joyce, and Heath will do the pitching, and Berol, Thompson, and Riker will work behind the plate.

"Red" LaFollette, veteran pitcher, will not be in the line-up this year because of sickness, but may work out later in the season.

The schedule promises good opposition, and the Cavemen will have to play superior ball in order to come out ahead. The squad shows merit, and will improve with the experience of one or two games.

Minor Sports

RACKET :: SPIKES :: NIBLICK

Maloney, Darnell, Fobes, Horuff, Montgomery

TENNIS

At the time the book goes to press the Tennis team has not yet swung into action. The members remaining from last year are: Kitchen '33, Fobes '34, Maloney '34, Darnell '34, and Horuff '34. These men with the addition of two others, to be selected, will most likely see action this year. The team is coached by Professor H. C. Montgomery.

New tennis courts have been needed and promised for some time. The courts are now being built, and the team is waiting for them; however, they will not be ready in time to allow the team to practice on really good courts.

With the new courts and the probability of several good players in the freshman class it appears that Tennis will assume an important place in Athletics on this campus.

The entire college, realizing the condition of the equipment for minor sports, welcomes the new courts as an initial move in a project to raise the quality of the athletic equipment.

CROSS COUNTRY

1. Darnell, Bomberger, Hall, Kneisley.
2. Barden, Boots, Newell.

This year's cross-country team has indeed proved itself worthy to be called a "Little Giants" team. Though winning only one meet out of five starts, each meet except one was a battle for supremacy right up to the finish line.

The schedule was as follows:

Oct. 15—Purdue 15; Wabash 40.
Oct. 26—Butler 27; Wabash 28.
Oct. 29—Ball State 24; Wabash 31.
Nov. 5—Ball State 25; Wabash 30.
Nov.12—DePauw 31; Wabash 24.

The Purdue meet was the only really poor showing of the season, for the strong Boilermaker team preceded the entire Wabash team to the tape. Great improvement was shown in the following meets, and of course it is most gratifying to Wabash men that the lone Caveman victory was won over the DePauw Tigers, while the Butler Bulldogs won over Wabash by a flimsy margin of one point.

The squad was composed of Hall '33, Kneisley '34, Bomberger '34, Boots '34, Newell '34, Darnell '34, and Barden '35. These men received minor letter awards.

Next year's prospects are exceedingly bright, for only one man is being lost by graduation and there is promising material in this year's freshman squad, composed of Downey, Hall, Howell, Greenebaum, Weaver, and McCulloch. This squad ran in two meets, one at Purdue, and the other against Butler.

To the uninitiated, Cross Country teams having low scores defeat opponents with high scores. This may explain the incongruity between the scores and write-up. The Editors also had a little difficulty in this connection.

1. Squire, Rhodehamel, Taylor.
2. Ames, Underwood.

GOLF TEAM

The Wabash Golf Team opened its 1933 season on April 22 by dropping a match to the Purdue linksmen on the course of the Lafayette Country Club. The match was closer than the score of 14-4 indicated, the difference between the two teams resting primarily in the ability of the Purdue men to conquer a strong and chilly breeze. Squire won his singles match while Rhodehamel and Taylor managed to garner a point apiece to score the Wabash counters.

Rhodehamel, Taylor, and Squire are the lettermen of last year's squad, with Underwood, Ames, and Wachs competing for the remaining position. Competition for this position, scheduled for early April, was delayed by inclement weather and was due to be held the week following the Purdue match. This competition was to be in the form of a thirty-six hole medal play match over the links of the Crawfordsville Country Club, where all home matches are played.

The 1933 schedule, although tentative as the book goes to press, was expected to include a return match with Purdue, home and home games with DePauw and Indiana State Normal College, and a possible match with Indiana. Entries also were sent to the state intercollegiate meet to be held at Terre Haute. In past years Wabash golfers have lost this tournament by the slim margin of a missed putt. The 1932 team squad had only fair success, placing sixth in the team standing.

With three veterans around which to build the squad, and under the able coaching of James J. Paterson, freshman coach and intramural director, this year's team has every prospect of a successful season.

"W" MENS CLUB

1. Snoddy, Ault, Bomberger, Hall, Stierwalt, Varner.
2. Smith, J. Q., Whitney, Nelson, Vinroot, Smith, S. D., Wrona, Harman.
3. Berns, Riker, Beaman, Milam, Mangus, Reinert, Blackmore.
4. LaFollette, Kutz, Boots, Darnell, Coffman, Newell, Gerow, Kneisley, Fob

The "W" Men's Club sponsors the annual Homecoming Luncheon in the gymnasium for the Student body, the alumni, and friends of the college. The fraternities cooperate with the club by never serving lunch on Homecoming Saturday, and consequently, the lunches are usually successes. With the money obtained from these lunches the club buys the gold awards presented each year to the graduating lettermen.

The members for the year were:

Snoddy _____ Football
Ault ____ Senior Manager, Football
Bomberger _____ Cross Country
Hall _____ Basketball
Stierwalt _____ Football
Varner _____ Football
J. Q. Smith _____ Football
Whitney _____ Football
Nelson _____ Basketball, Football
Vinroot _____ Football
S. D. Smith _ Baseball, Basketball, Football
Wrona _____ Baseball, Football
Harman _____ Basketball, Football
Berns _____ Basketball, Football
Riker _____ Football
Beaman _____ Football
Milam _____ Football
Mangus _____ Football
Reinert _____ Football
Blackmore _____ Football
LaFollette _____ Baseball
Kutz _____ Football
Boots _____ Cross Country
Darnell _____ Cross Country
Coffman _____ Basketball
Newell _____ Cross Country
Gerow _____ Football
Kneisley _____ Cross Country
Fobes _____ Basketball

Chuck Wrona was President, and Professor Carscallen was Faculty Sponsor.

THE PLAN

(Continued From Page 8)

So it is with the other sacrifices involved in a limited enrollment. They do not seem to outweigh the benefits to be derived from such close personal contact and the resulting united effort of teachers and students to perfect an opportunity for each undergraduate to educate himself according to his special abilities and interest.

This program of emphasis on the individual student involves: (a) the selection of a particular type of student; (b) the securing of the intelligent, sympathetic, and whole-hearted support of the Faculty; (c) the adoption of a well-balanced and unified curriculum; (d) the harmonizing of all student activities, athletic as well as non-athletic, with the rest of the plan. These four divisions of the educational plan at Wabash I shall treat in the order named.

The selection of a particular type of student involves more than discovering the degree of an applicant's scholastic ability, although scholastic ability is important. According to our entrance requirements, preference is given to boys who have stood in the first or upper third of their class in an accredited high school. For such boys we stipulate no other specific scholastic requirements. They will have the fifteen units of required work anyway, and even after allowing for the differences in high schools, the fact that they stood in the first third of their class indicates that they have both the capacity and the will to do creditable work in their studies.

For boys who stand in the middle third of their class in high school, we require a high-school certificate and in addition stipulate that they shall have had two years of some one foreign language.

Applicants in the lowest third of their class in high school are not admitted on certificate, nor at all, except upon successfully passing entrance examinations. They must have had two years of foreign language and must demonstrate in their examinations that they are capable of doing creditable work in college.

In these scholastic requirements we are frankly endeavoring to secure a fairly homogeneous group of students as far as scholastic ability and interests are concerned.

I have combined ability and interest because a four-year high school record reveals something of both. We desire other evidence of the applicant's readiness to profit by our rather restricted and fairly intensive program. We are particularly anxious to learn anything we can of his interests, and our application blanks are designed with this thought in mind.

In addition to the application blanks, either the Dean or the President or some representative of the administration endeavors to have a personal interview with each applicant whose scholastic record seems to indicate his readiness for college. Actually, this is not possible in all cases, but if not, we attempt to accomplish something of the same sort by personal correspondence.

The basis of admission is determined by the type of student who will profit most by what the College has to offer. The technique used is designed to help us discover this type of student. Where the number to be admitted is small, a more time-consuming and rather more personal technique can be followed.

This basis of selection is in harmony with the best interests of the individual. I grant that in certain institutions it seems inevitable that all students should be admitted who have completed their high-school requirements. Nevertheless, I can conceive of no greater injustice than willingly to admit either a boy or a girl, or for that matter a man or a woman, into a situation where we know the student is doomed to be found deficient and subsequently to be discharged and forever after to be marked with the stigma of failure.

(Continued on Page 123)

Activities

Publications

JARGON :: PI :: INK

PUBLICATIONS BOARD

The Publications Board is composed of the editor and business-manager of each campus publication, a senior member of Pi Delta Epsilon, and Professors Osborne, Ormes, Willis Johnson, and Plummer. The Board receives recommendations from its members and elects all men for positions on the various publications.

The Board was founded with the purpose of improving the quality of publications by means of general criticism and suggestion. It also serves as a restraining influence on too radical or expensive movements on the part of any sub-board.

In its regular meetings this year, beside electing heads of publications, the Board has established a precedent by requiring the editors and managers to be members of the Junior class and to have at least a 1.00 average. This has been a noteworthy measure, because of the enormous amount of work which the reading courses require in the Senior year. The Board has discussed calmly and unhurriedly the merits and faults of college comic magazines in general and those of the Caveman in particular.

Although the Board does not dictate editorial policy, it is helpful with its suggestions, and any problems are brought before it. Through its efforts the editors and managers are not elected because of time served, but on the basis of work done.

Kenneth C. Lovgren and J. Jeffrey Auer were Chairman and Secretary of the Board respectively.

1. Burroughs, Peck, Rhodehamel, Cole, Lovgren, Auer.
2. Sallak, Rush, Taron, White, Willis, Bales.

PI DELTA EPSILON

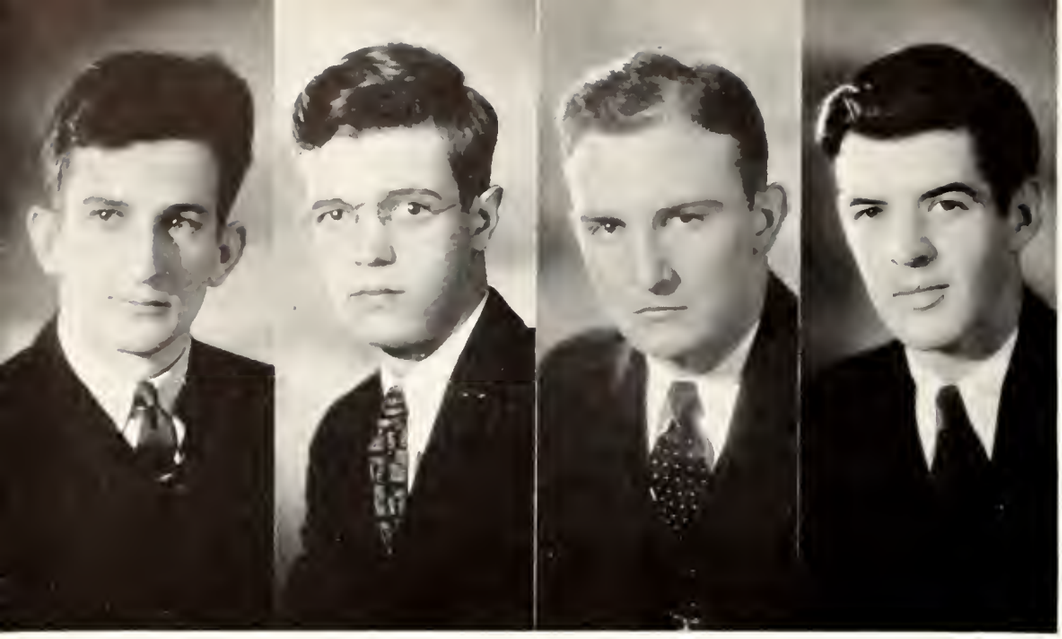
Pi Delta Epsilon, the national honorary journalistic fraternity, has been on the Wabash campus for nine years and in that time has served as a goal for all men interested in publications. Recognition is given to men who have done outstanding work in journalism on the staffs of the campus publications. Meetings are held regularly throughout the year at which various questions of journalistic policy and the problems of the members are considered.

The fraternity, in keeping with its ideals of Service, again published a Pi Delt Handbook and expects to revive the "Scarlet Rash" this spring. The Rash, with its rather sadistic caricature and caustic criticism, is the most popular of all the school publications.

Each year the fraternity sends a representative to the national convention where the problems of college journalism are discussed.

OFFICERS

Kenneth C. Lovgren ---------- President
Merrill E. Taron ---------- Vice-President
J. J. Auer ---------- Secretary-Treasurer
James I. Osborne, Willis H. Johnson, John M. Plummer ---------- Faculty Members



Miller Horuff Kneisley Cole

THE WABASH

None despite the modernistic with more scorn than do the editors of the 1933 Wabash; however, few regard the modern manner of treatment with more sincere homage than do these four scribes. They interpret the modern manner as a direct and frank treatment of the subject at hand combined with a somewhat detached, though interested, running commentary on pertinent matters of today. They have attempted to apply this formula to the Wabash, with dubious results.

Though locked up by the "Wabash College Plan", the book has no particular theme. Each division, section, and page is treated separately with only an attempt at a common style. If the book seems to be unorganized, the editors ask that you test a theory of theirs: "The most cock-eyed objects, when looked at with a cocked eye, will assume fairly symmetrical form".

In spite of the New Deal, advertising was at a distressingly low level this year. Bob Rhodehamel has done the best job possible in financing this book and his handling of the sordid details has shown much better results than might be expected in this era of Forgotten Men, a large number of whom are publishing college yearbooks.

THE WABASH

RHODEHAMEL

1. Pomeroy, Rhoads, Greenebaum.
2. Snyder, Jones.

STAFF MEMBERS

G. Kendall Cole, Jr. ---------- Chairman of the Board

Robert H. Rhodehamel ---------- Business Manager

EDITORIAL BOARD

J. C. Miller

F. J. Horuff

N. W. Kneisley

BUSINESS STAFF

G. F. Snyder

C. E. Pomeroy

M. E. Underwood

A. F. Rhoads

K. P. Jones

E. N. Greenebaum

ACKELMIRE

1. Stults, Rush, Forrest
2. Kline, Stepka, Venners.

THE CAVEMAN

The Caveman is Wabash College's contribution to collegiate humor, appearing six times in the course of a school year. The 1933 period of existence has been enough to give any editor a nervous breakdown, and we are amazed that Ackelmire has remained stoically calm in spite of the row raging around him.

The readers of college comics have radically diverse standards by which they judge the merit of humorous publications. Some think that a humor magazine should be cloaked in subtlety; others clamor for outspoken dirt. Some affect a liking for the ultra-sophisticated and unfathomable humor of the New Yorker type; others prefer Ballyhoo. A few demand a literary magazine. However, it is interesting to note that the Caveman is sent to appreciative readers in other schools by the very men who, while criticizing it, capitalize on the opinions it gives of Wabash.

The Caveman has grown accustomed to these difficulties. It has been buffeted by the postal authorities, and been criticized for uninteresting sanctimoniousness; however, it continues to exist as one of the best humorous college publications in the Middle West.

THE CAVEMAN

BURROUGHS
1. Cain, Kraning, Robertson, Davis.
2. Leowi, Beaber, Harris, Sigrist, Prestin.

John G. Ackelmire _____ Editor

W. Leslie Burroughs _____ Business Manager

EDITORIAL

J. A. Stepka _____ Assistant Editor
R. W. Frank _____ Assistant Editor
B. E. Kline _____ Assistant Editor
K. E. Rush _____ Exchange Editor
K. C. Lovgren _____ Feature Editor

BUSINESS

J. W. Davis _____ Assistant Advertising Manager
C. R. Robertson _____ Assistant Advertising Manager
B. W. Beaber _____ Assistant Advertising Manager
A. A. Sigrist _____ Circulation Manager

PROVISIONARY BUSINESS STAFF

A. B. Cain C. J. Kraning M. A. Harris
A. L. Loop C. B. Prestin

THE BACHELOR

AUER WHITE

1. Greenebaum, Stephens, Lovgren, Byrd, Bowman.
2. Schnur, Sundlof, Hunter.

With Auer and Ludwig at the helm in the positions of editor and busi-
most successful publications of that period. The second semester was
ness manager, the Bachelor came through the first semester as one of the
White and Ludwig directing the policies of the Bachelor in much the same
efficient manner that chara cterized its handling during the first four
months of the current year.

An unusual feature of the paper was the weekly colyum, "Parade",
conducted by Kenneth C. Lovgren for the first semster and by Jeff Auer
for the second. The column delt with satire and casual comment on hap-
penings of interest aboutthecampus and nation. A sound editorial policy
that gave the editor's views on timely knews of the day also did much to
improve the content of the paper.

Managing editors for the year were: Judd Davis, William Stephens,
Daniel Wachs, and Bob Jordan. Bob Frank fulfilled the position of literary
and feature editor with the best judgment and interest shown in that de-
partnemt for some time. Jack Miller for the second straight year handled
the sport writeups with customary vigor.

will be competently guided for the next four years.
were uncovered, and it seems reasonably safe to predict that the Bachelor
Several freshman journalists who showed considerable writing ability

THE BACHELOR

LUDWIG

1. Parlon, Stilling, Northcutt, Hollett.
2. Marmaduke, Clements.

J. Jeffery Auer _____ Editor, First Semester
Luke White _____ Editor, Second Semester
Leo M. Ludwig _____ Business Manager

EDITORIAL

W. C. Stephens _____ Managing Editor
R. D. Jordan _____ Managing Editor
D. P. Wachs _____ Managing Editor
J. C. Miller _____ Sports Editor
R. W. Frank _____ Literary Editor
J. J. Auer _____ Parade Editor
G. R. Byrd _____ Intramurals Editor
E. N. Greenebaum _____ Column Editor
Reporters: Bowman, Shearer, Underwood, Schnur, Porzak, Sundlof, Hunter, McCulloch, Lanigan.

BUSINESS

K. W. Stilling _____ Ass't Business Manager
D. H. Northcutt _____ Ass't Business Manager
B. P. Hollett _____ Ass't Business Manager
J. C. Parlon _____ Ass't Business Manager
R. L. Clements _____ Ass't Business Manager
R. A. Marmaduke _____ Ass't Business Manager
J. N. Theobald _____ Circulation Manager

ADVISORY BOARD

K. C. Lovgren J. J. Auer B. J. Peck

WILLIS

1. Schetnitz, Hays, Davis, Klevorn, Frankenfield, Dwyer.
2. Kraning, Parlon, Smith, Hunter, Menaugh, Elliott, Forrest, Stults.

THE NEWS BUREAU

Because of the Centennial Celebration the News Bureau has had a very busy year. The Bureau is Wabash's publicity department, for its job is to see that newspapers are supplied with articles about Wabash whenever happenings on the campus are noteworthy. Before the Centennial the Bureau was constantly busy supplying the newspapers of Indianapolis, Chicago, and other cities in Wabash "territory" with the news of the celebration. The success of the Centennial was due in a great part to the efforts of the managers and their assistants. This year the Bureau, to help finance itself, sold programs at the Butler and Miami football games.

In normal times the Bureau busies itself with sending out personal news, news of the school's forensic activities, and pregame information of the practice of the athletic squads.

In charge of the Bureau this year were Henry Willis, Senior Manager, and John W. Davis, Junior Manager. Their assistants were: Douglas Klevorn, Fredrick Frankenfield, John T. Hays, and C. J. Kraning.

The Bureau is under the supervision of the Alumni Secretary, John M. Plummer, himself one-time director.

97

clubs

FRENCH : : SPANISH : : GERMAN : : INTERNATIONAL RELATIONS

1. Mangus, Reynolds, Davis, Lamb, Breading, Cassel.
2. Bever, Livengood, Boots, Van Cleave, Baldwin, Carscallen, Beaver.

ALPHA PI

Alpha Pi Science Club, since it was organized in 1927 by Ralph Howard, has been perhaps the most active of any of the divisional clubs. The members, not bothered by the need of expressing themselves in a tongue other than their native one, can devote the majority of their time to such scientific dissertations that one might expect to occupy the minds of scientifically inclined men.

Members of the club are offered a wide comprehension of the entire field of Science, rather than highly technical discussions always in one particular branch.

In order to prevent the members from becoming too technical and academic in their viewpoints, the meetings are usually devoted to topics of applied science as manifested in the World of today. Many of the men concentrating in Division 1 are preparing for work in Medicine, and the subjects for discussion are usually considerations of the part which basic science plays in the different branches of Medicine.

The officers for the year were: Louis H. Breading, President; Stewart D. Smith, Vice-President; William W. Davis, Secretary; and Robert L. Hopkins, Treasurer.

1. Jarvis, Leavenworth, Robison, Beamer.
2. Willis, Rhoads, Merchant, Stafford.

LE CERCLE FRANCAIS

The French Club entered this year upon its thirteenth season of continual and active existence. Not deviating from its original purpose, it has attempted to have its meetings educational as well as amusing and to give advanced students a chance to increase their knowledge, not only of the French language, but also of the French culture and life.

To this end the club was particularly fortunate this year in obtaining as speaker at one of its meetings M. Francis Biraud, a native Frenchman but recently come to this country. At other meetings members of the club spoke on news of the day in France, French literature, or some phase of French social life. At an early meeting the annual game of bridge was played using only the French language to convey power and kibitzing comments. The club octette was well received this year. It was composed of Sallak, Beamer, Bomberger, Kutz, Willis, Stepka, Sundlof, and Rhoads, who performed at the meetings and also for the Christmas Chapel program.

The officers elected at the first meeting of the year were Robison, President; Stafford, Vice-President; and Beamer, Director of Programs. Members who are not in the above picture include Blackburn, Jordan, Bomberger, Bradshaw, Meyers, Sinnet, Underwood, Wachs, Sundlof, Ragan, Visscher, Sallak, Bales, and Home.

1. McEwan, Jarvis, Eldridge, Robison, Rubush.
2. Todd, Blackburn, Gleaves, Hunter, Vogel.
3. Dwyer, Shearer, Beamer, Elliott.

EL CIRCULO ESPANOL

The Spanish Club has been reorganized and meetings this year have been more frequent and interesting than in the past. El Circulo provides adequate opportunity for its members to become accustomed to using Spanish in conversation. Through the club members can become acquainted with important Spanish authors and musicians. In the meetings, which were held once a month at the various fraternity houses, time is devoted to conversation in Spanish, singing Spanish songs, and playing Mexican games.

This year's entertainment committee, consisting of Shearer and Jarvis, provided the club with interesting talks by Dr. Ball, Mrs. Lind, and other speakers who are acquainted with the life and habits of the Spanish and South American races. Because of the difficulty of understanding just what is happening in Spain and Mexico today, these talks have been invaluable.

Professor Eldridge was Faculty Sponsor with Robison as President, Rubush, Secretary, and Romberg, Treasurer.

1. Carscallen, Adolfson, Domroese, Maloney, Wezel.
2. Schetnitz, Lamb, Reynolds, Schwartz, Vinroot, Schnur.
3. Davis, Greenebaum, Hoaglin, Vojvoditch, Stephens, Beamer.

DER DEUTSCHE VEREIN

The purpose of the German Club, which was organized in 1925, is to foster conversational German, the singing of German songs, and the study and appreciation of German culture. Membership in the club is limited to twenty-five.

Of the ten meetings held during the season, the Christmas program, at Professor Domroese's, always has its peculiar charm, with German Christmas music and Frau Domroese's excellent German food. One evening of the year was devoted to the poetic-musical genius of Wagner, another to the personal histories of five outstanding German scientists, and still another to the memory of Sir Walter Scott, because of his connections with German Literature. In line with the exchange idea among college German clubs which are close enough to visit one another, the German Club of DePauw sent its players to Wabash on April 19th to present Mark Twain's "Meisterschaft", a three act comedy.

The members of the club earned the undying respect of one of the Editors when he attempted to work a German cross-word puzzle at a meeting he attended uninvited.

OFFICERS

Lorentz H. Adolfson ---------- President
John Maloney ---------- Vice-President
Professor Domroese ---------- Secretary
Earnest Carscallen ---------- Treasurer

1. Adolfson, Tomlinson, Kitchen, Davis.
2. Stephens, Auer, Olson.

INTERNATIONAL RELATIONS CLUB

The International Relations Club is the newest and most novel of the Wabash College organizations. This group was formed by Professor Tomlinson last year at the request of the students in the International Relations course, and membership was limited to these. This year, although the course is not being offered, the club has remained active and consists of all those interested in problems of world relations.

Meetings are held monthly and are in the form of a round-table discussion, a subject being decided upon at the previous meeting. As there are no regularly elected officers, Professor Tomlinson acts as chairman.

Connections are maintained with the Carnegie Foundation for International Peace. The Foundation has donated a small library to the local club and has provided it with "Fortnightly Review Sheets" of current international questions. Also, through the aid of this organization, a speaker is procured each spring to address the members. This year Mr. I. Oyama, former member of the Japanese Diet, spoke to the club on "Japanese Public Opinion on the Manchurian Policy".

Wabash sent four men to the state convention at Indianapolis which was presided over by John Kitchen, president of the Indiana Association of International Relations Clubs. Mr. Kitchen is a member of the local club and was very active in the formation of the body.

The organization of like clubs is a movement that has spread rapidly through the colleges of Indiana and neighboring states. As a result of this an Interstate convention is planned for the Spring.

Drama and Music

MELODRAMA :: MODERATO :: MARZIALE

SCARLET MASQUE

DRAMA

(On the opposite page the Editors present a pictorial impression of "The Fallen Saved". Stilling, Coffel, and Schwartz, the unseen guardians of the properties, watch anxiously over the destinies of their mimes. Memering and Gleason tread the boards, while in the wings, Miss Caplinger awaits her cue and the grips make the most of a welcome lull. Rubush mutters lines from the prompt corner, and Sowle works the lights. Five masquers enact the ribald and dissolute Barroom scene.)

The Wabash dramatic organization came from behind its Scarlet Masque to face a new year with all the zest and zeal of the immortal Thespians. When the curtain rang down upon the last vehicle of the season, the treasury of the club found itself literally "out of the scarlet" for the first time in years, a condition which stands as a tribute to the successful handling of affairs by coach, cast, and officers.

Upon the completion of her first hundred years Wabash men gathered for the Centennial celebration, and in conjunction with the program, the Scarlet Masque, tossing aside all regard for such famous temperance experiments as the now popularly infamous Volstead Act, inaugurated a new era in the college's theatrical activities with the presentation of "The Drunkard; or, The Fallen Saved", a nineteenth-century melodrama, depicting in a humorously serious vein the evils of Bacchanalian revelry.

Received by a capacity crowd, this tasty morsel of highly flavored social life revealed that the pioneering spirit of the club was not in vain, for campus critics were unanimous in their agreement that another century will probably roll around before a more popular melodrama is presented. Ably coached by Professor Phillips, the cast went through the antiquated antics and amateur anticlimaxes of the play with a precision and earnestness which brought hisses and cat-calls to the dastardly villain and applause to the weak-willed hero who finally realized the evil of his transgression and nobly restored equanimity to family and friends. Included in the cast were Harry Memering, Hollis Gleason, Richard Olson, Max Keenan, Ford Larrabee, and the Misses Caplinger and Cox.

Just before Spring Vacation the "Footlight Frolics" were presented to an enthusiastic audience. Vaudeville skits were staged by five fraternities and were so well received that a similar performance will undoubtedly be given next year. At the conclusion of the program the Sphinx Club presented a silver cup to the Phi Gams for their "For Better or Verse", an unusually clever playlet satirizing prominent people of today.

Heading the list of the faithful followers of the immortal Roscius were Kenneth C. Lovgren, president; Russell A. Ames, vice-president; Ford R. Larrabee, business manager; and Victor L. Schwartz, stage manager. Tryouts for membership in this college clan of amateur adherents to the footlights were held late in the second semester, when approximately twenty new names were added to the roll of the Scarlet Masque.

ORCHESTRA

ORCHESTRA

VIOLINS: Adolfson, Hollett, Jones, Vojvodich, Bruce, Ronk, Venners, Snoddy.
CLARINETS: Merchant, Sumner, Willis.
TRUMPETS: Neal, Hanlin.
TROMBONES: Frank, McEwan.
TUBA: Livengood.
HORNS: Montgomery, Horuff.
SAXOPHONES: Kraning, Rowe.
STRING BASS: Stephens.
PIANO: Doren.

BAND

TRUMPETS: Neal, Hanlin, Moseley, Menaugh, Nelson, Haffner, Trippet.
CLARINETS: Willis, Bever, Canine, Parker, Hudson, Merchant, Taylor, Weaver, Sumner, Milligan.
TENOR SAXOPHONES: Kraning, Sigrist, Rowe.
ALTO SAXOPHONES: Venners, Harman.
BARITONES: Montgomery, Jewell.
TROMBONES: Frank, McEwan, Thorne.
BASSES: Livengood, Hird.
ALTOS: Lamb, Whitecotton.
DRUMS: Horuff, Loop, Hassan.
CYMBALS: Stephens.
DRUM MAJOR: Jones.

BAND

Oratory

EXPOSITION : : ARGUMENTATION

Mr. Zilch, Adolfson, Kitchen, Davis

TAU KAPPA ALPHA

Tau Kappa Alpha was established for the advancement of oratory in undergraduate circles. The fraternity also recognizes ability and service in intercollegiate debates and oratorical contests. The members must have represented Wabash in either two debates or one oratorical contest. The men pledged this year were: F. R. Larrabee, W. J. Hassan, Luke White, R. M. Vogel, J. T. Hays, N. M. Elmore.

Mr. Zilch (whom we know to be J. J. Auer, in spite of his temporary disguise behind the official photographer's pince nez), showing his versatility, gives us at one time both an attempt at the Ballyhooesque and a characteristically charming portrayal of the naivete which pervades the department.

1. Burroughs, Larrabee, Brigance, Adolfson, Kitchen.
2. Robbins, Auer, White, Grimes.

SPEAKERS BUREAU

With six featured programs in addition to discussion on the Debate question and fire prevention, the Wabash College Speakers Bureau had its most successful year, filling sixty-two engagements. In presenting programs the speakers gave talks in towns of all sizes in Indiana and Illinois, from talks to farmers to speeches before the Indianapolis Kiwanis Club. Approximately ten speakers have presented these speeches on subjects including taxes, the depression, Soviet Russia, and Fire Prevention.

The bureau was founded six years ago for the purpose of supplying speakers to all kinds of meetings. Due to the depression there was, this year, an unusually large number of requests for speakers, and several engagements had to be refused because of lack of men. The feature of the year was the two-man debate given over the radio between Ford R. Larrabee and J. Jeffrey Auer on the recognition of Russia.

Members of the bureau and their subjects were:

Lorentz H. Adolfson, "Tomorrow".
John M. Kitchen, "This Modern Maze".
Leslie Burroughs, "Fire Prevention".
Ford R. Larrabee, "Real Heroes of the Depression" and "Recognition of Russia".
John W. Davis, Book Reviews.
J. Jeffrey Auer, "Recognition of Russia".
Luke White, "Education and the Tax Problem in Indiana".
Gale D. Grimes, "Fire Prevention".
Wiley Robbins, "Fire Prevention".

Announcements of the programs are sent out by Dr. Brigance, and all requests for speakers are made to him. Students desiring to become members of the bureau must present manuscripts of their speeches for acceptance, and if accepted, they are added to the list of speakers.

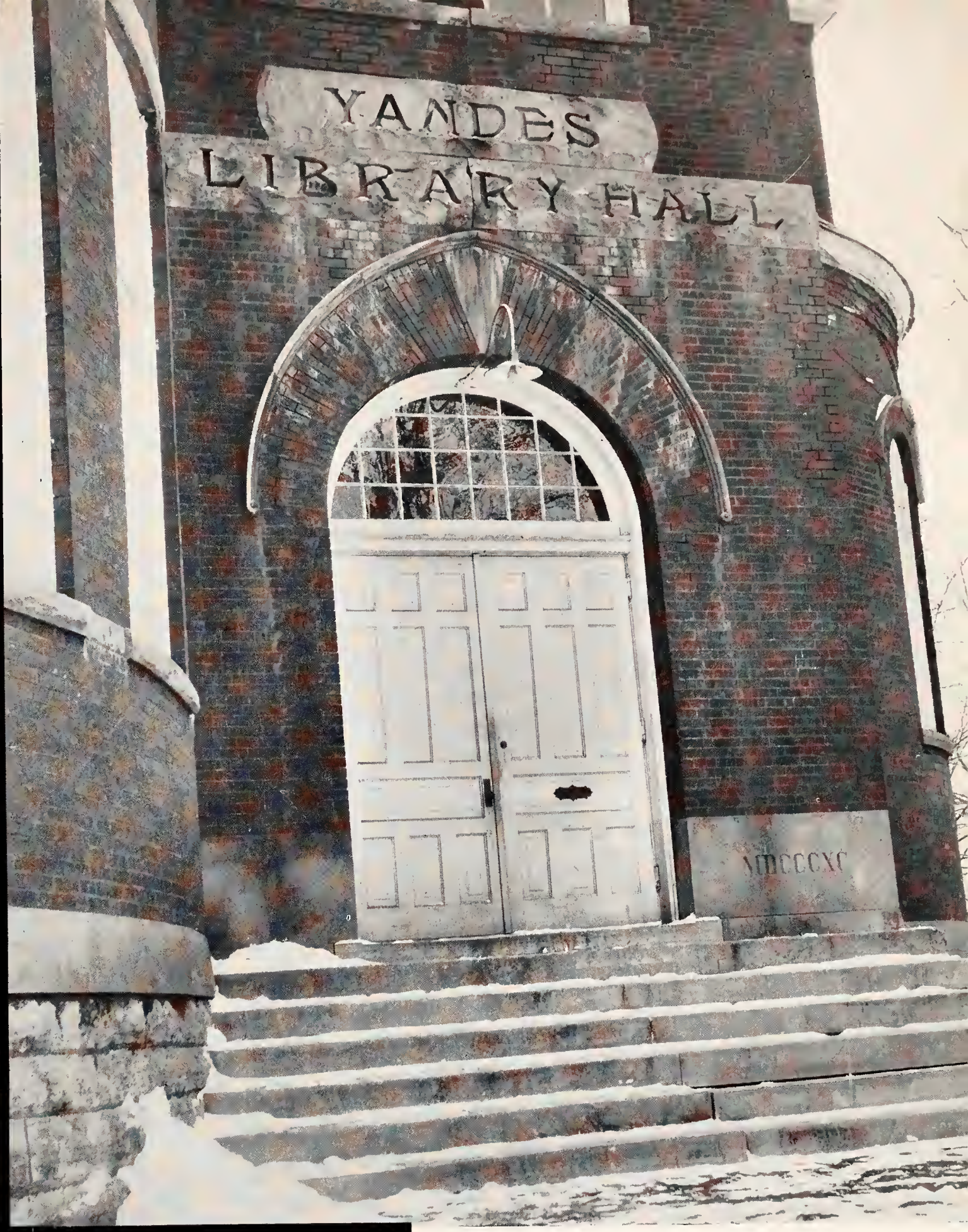
1. Shearer, Phillips, Stafford, Kitchen.
2. Bigler, Vogel, Larrabee, Hassan.

DEBATE

The question selected for debate this year was "Resolved: That at least one-half of all State and local revenues should be derived from sources other than a tax on tangible property".

The regular affirmative team was composed of Adolfson, Kitchen, and White. The negative side was supported by Larrabee, Hassan, and Vogel. Both teams were coached by Professor Phillips.

The affirmative team won a decision against Rose Poly, lost to DePauw, and participated in two non-decision meets against Purdue and St. Louis University. The negative lost to Earlham, and met Lake Forest, Evansville, North Manchester, Indiana Central, and Indiana State Teachers College in non-decision debates. The question was unusually pertinent, and extraordinary interest was shown by speakers and audiences.



Organizations

1. Sigrist, Anderson, Cassel, Squire.
2. Beaver, Lamb, Taron, Lovgren, Robison.

THE PAN-HELLENIC COUNCIL

OFFICERS

William F. Cassel _____ President

Calvin T. Beaver _____ Vice-President

Francis O. Lamb _____ Secretary-Treasurer

The Pan-Hellenic Council is the governing body that rules over the nine national social fraternities on the campus.

The Councilmen are elected by their respective fraternities and meet whenever some problem of fraternal welfare arises. They award a cup to the fraternity having the highest scholarship during a semester. A fraternity is entitled to permanent possession of the cup if it is won for three consecutive semesters.

The Council specifies requirements for initiation and sponsors the Pan-Hell week-end in the spring.

1. Ragan, Smith, R. B., TerBeek, Shearer, Smith, R. M., Elliott, Rhoads, Rubush, Sowle, Trippet.
2. Hoke, Price, Morris, Smith, F. L., Taylor, Hudson, Home, Neal, J. W., Snyder, Merchant, Blackmore, Fulton.
3. Breunig, White, Larrabee, Fobes, Neal, R. R., Kitchen, Kostanzer, Robison, Wheaton, Millikan, Frank, Horuff.

ΒΘΠ

SENIORS

J. M. Kitchen
R. E. Kostanzer
R. R. Neal
W. J. Robison

JUNIORS

H. L. Breunig
D. B. Fobes
R. W. Frank
F. J. Horuff
F. R. Larrabee
R. W. Wheaton
Luke White

SOPHOMORES

G. V. Blackmore
R. W. Fulton
J. I. Hoke
P. W. Merchant
W. J. Millikan
Morris Morris
J. W. Neal
H. L. Price
F. L. Smith
G. F. Snyder

FRESHMEN

R. C. Elliott
G. E. Home
R. B. Hudson
M. S. Ragan
A. F. Rhoads
B. W. Rubush
W. W. Shearer
R. L. Sowle
R. B. Smith
R. M. Smith
R. S. Taylor
R. B. TerBeek
C. K. Trippet

Tau Chapter established
1846

1. Ball, Mueller, Kelso, Schetnitz, McCulloch, Rowe, Forrest, Smith, B. B.
2. Cain, Robertson, Gleaves, Meahl, Hays, Freeman, Hartfelter, Whitney, Todd, Blackburn, W. G.
3. Taylor, Lippincott, Ackelmire, Davis, Smith, S. D., Wrona, Wheeler, Carmack, Linn, Willis, Bryson.

ΦΔΘ

SENIORS

Ted Carmack
S. D. Smith
M. E. Taron
W. W. Wheeler
C. M. Wrona

JUNIORS

J. G. Ackelmire
H. C. Bryson
J. W. Davis
G. G. Linn
T. M. Lippincott
B. S. Taylor
H. E. Willis

SOPHOMORES

T. Z. Ball
R. L. Blackburn
W. G. Blackburn
A. B. Cain
J. N. Freeman
D. E. Gerow
A. F. Gleaves
S. W. Hartfelter
J. T. Hays
C. D. Kelso
Geo. Meahl
Bob Mueller
C. R. Robertson
C. G. Todd
P. H. Whitney

FRESHMEN

Jack Forrest
T. S. McCulloch
M. D. Merrell
M. S. Merrell
C. F. Rowe
E. A. Rush
B. B. Smith

Indiana Beta Chapter
established 1850

1. Schnur, Pedigo, Gewecke, Hunter, Underwood, M. E., Stilling, Menaugh, Sundlof, Easthope.
2. Frankenfield, Klevorn, Gleason, Meese, Newell, Berns, Ames, Maloney, Kennedy, Bomberger, Jenks, Berol.
3. Ludwig, Northcutt, Underwood, G. V., Smith, Lovgren, Theobald, Creigh, Moseley, Freeman, Rhodehamel, Memering.

ΦΓΔ

SENIORS

Tom Creigh	K. C. Lovgren	J. Q. Smith
R. B. Freeman	H. R. Powers	J. N. Theobald
	V. J. Sallak	

JUNIORS

R. A. Ames	J. T. Maloney	R. L. Moseley
A. C. Bomberger	E. W. Meese	P. D. Newell
J. L. Easthope	H. R. Memering	R. H. Rhodehamel

SOPHOMORES

H. E. Berns	Oakley Jenks	L. M. Ludwig
E. G. Berol	J. O. Kennedy	D. H. Northcutt
F. R. Frankenfield	D. M. Klevorn	G. V. Underwood
H. G. Gleason		D. P. Wachs

FRESHMEN

R. W. Gewecke	J. J. Menaugh	K. W. Stilling
J. T. Hanna	J. K. Pedigo	W. A. Sundlof
W. R. Hunter	H. W. Schnur	M. E. Underwood

Psi Chapter established
1866

1. Smith, McEwan, Dwyer, Yeager, Wood, Thoeming, Krause.
2. Meyers, Romberg, Reinert, Vogel, Lamb, Reynolds, Cole, Bales, Harman.
3. Hird, Frasor, Snedicor, Gray, Rovenstine, Appel.

ΔΤΔ

SENIORS

J. Y. Bales
R. C. Harman
F. O. Lamb
R. P. Reynolds
J. A. Yeager

JUNIORS

G. K. Cole
M. R. Gray
J. A. Snedicor

SOPHOMORES

F. A. Appel
G. M. Frasor
R. L. Hird
R. J. Krause
J. B. McEwan
R. C. Meyers
D. F. Reinert
H. A. Romberg
C. E. Rovenstine
R. K. Smith
R. M. Vogel

FRESHMEN

R. A. Dwyer
A. J. Thoeming
J. A. Wood

Beta Psi Chapter
established 1872

1. Parlon, Hanlin, Whitaker, Mason, Kent, Hollett, Stults.
2. Null, Curts, Moore, Kraning, Crisler, Mason, C. F.
3. Miller, Darter, Kelley, Danforth, Squire, Shafer, Riker.

ΣX

SENIORS

R. L. Squire

JUNIORS

M. E. Darter
J. D. Danforth
J. C. Miller
R. H. Riker

SOPHOMORES

R. E. Crisler
W. H. Curts
R. F. Ewoldt
J. C. Kraning
C. E. Mason
C. E. A. Moore
E. G. Null
G. B. Shafer

FRESHMEN

P. R. Hanlin
B. P. Hollett
H. J. Kent
J. L. Lenhardt
J. E. Mason
J. C. Parlon
F. M. Stults
J. E. White
M. Whitaker

Delta Chi Chapter
established 1880

1. Jones, K. P., Saikley, Kline, Greenebaum, Bowman, Spiedel, Riggs, Weaver, MacBeth, Kirtley, Howell.
2. Adler, Beeson, Jones, F. D., Snyder, Pomeroy, Fox, Vinroot, Varner, Jones D. M., Darnell, Jenkins, Ronk, Nunn.
3. Vojvodich, Stephens, Gammack, Bradshaw, Charles, Horton, Auer, Schwartz, Wightman, Davis.
4. Warren, Hall, Y. B., Cassel, Hopkins, Baldwin, Nelson, Adolfson, Gingerich, Hall, L. D.

ΚΣ

SENIORS

L. H. Adolfson
G. M. Baldwin
W. F. Cassel
C. N. Gingerich
Y. B. Hall
R. L. Hopkins
E. R. Nelson

JUNIORS

J. J. Auer
C. R. Bradshaw
J. M. Darnell
A. J. Davis
R. J. Gammack
D. E. Horton
B. E. Kline
B. T. Nunn
H. L. Varner
E. G. Vinroot
D. D. Wightman

SOPHOMORES

A. P. Charles
J. W. Fox
E. R. Jenkins
D. M. Jones
C. E. Pomeroy
T. M. Ronk
A. F. Saikley
V. L. Schwartz
W. C. Stephens
R. G. Vojvodich

FRESHMEN

P. M. Adler
R. C. Baker
M. R. Bowman
C. R. Beeson
E. N. Greenebaum
L. D. Hall
G. T. Howell
F. D. Jones
K. P. Jones
W. R. Kirtley
M. A. MacBeth
C. D. Riggs
W. M. Snyder
R. C. Spiedel
F. M. Weaver

Alpha Pi Chapter
established 1895

1. Bingaman, Clements, Marmaduke, Tompkins, Williams, Davis, Baldauf.
2. Nelson, Thompson, Smith, Kutz, Heath, Caplinger, Kneisley, Stierwalt.
3. Breading, Hutchins, Ault, Keenan, Wymond, Beaver.

ΛXA

SENIORS

L. M. Ault
C. T. Beaver
L. H. Breading
F. B. Coffman
C. E. Hutchins
M. L. Keenan
E. R. Wymond

JUNIORS

V. J. Caplinger
N. W. Kneisley
D. H. Kutz
R. K. Thompson

SOPHOMORES

W. S. Heath
R. O. Nelson
H. W. Smith
G. W. Stierwalt

FRESHMEN

C. N. Baldauf
R. M. Bingaman
R. L. Clements
D. D. Davis
R. A. Marmaduke
E. A. Tomkins
J. P. Williams

Alpha Alpha Chapter
established 1918

TKE

1. Beaber, Loewi, Prestin, Whitecotton, DeLuca.
2. Harris, Hassan, Beaman, Milam, Spohr.
3. Peck, Alig, Sigrist, Rush, Burroughs.

SENIORS

J. P. Alig
W. L. Burroughs
K. E. Rush
A. A. Sigrist
J. E. Spohr

JUNIORS

E. E. Beaman
W. J. Hassan
M. M. Milam
B. J. Peck

SOPHOMORES

B. W. Beaber
M. F. DeLuca
M. A. Harris
Lyle Jenkins

FRESHMEN

A. E. Loewi
C. B. Prestin
F. S. Whitecotton

Alpha Alpha Chapter
established 1927

1. Byrd, Oren, Brownlee, Joyce.
2. Venners, Peterson, Anderson, Thomas, Wright.

BK

SENIORS

P. A. Anderson

E. C. Peterson

SOPHOMORES

A. D. Thomas

R. C. Venners

JUNIORS

G. R. Byrd
J. W. Brownlee
L. W. Joyce
C. R. Oren
E. W. Pankoke
R. J. Wright

Alpha Beta Chapter
established 1928

1. Jarvis, Billingsley, Goff, Nave, Bowerman, Twichell, Murdock, R. L.
2. Flaningam, Terry, Luzar, Lanigan, Angell, Carscallen, Merrell, M. S., Rowe.
3. Canine, Murdock, J. L., Coon, Merreil, M. D., Hunt, Olson, McGaughey, Merritt.
4. Pankoke, Boggs, Davis, Wezel, Harbison, Prell, Burkhart.

INDEPENDENT MEN

1. Hudson, Robbins, Livengood, Fruits, Bever, Grimes, Dodson, Smith, L. W.
2. O'Dell, Long, Hoaglin, Beamer, Mangus, Hall, F. T., Elmore, Robison, McKinney, Thorne, Cornell, Downey.
3. Barden, Lee, Sumner, McCollum, Stafford.

1. Haffner, Canine, Stafford, O'Dell, Robbins.
2. Livengood, McKinney, Davis, Mangus.

OMEGA

Omega was organized with the purpose of stimulating participation in college activities among the independent men. The membership of Omega is elected from among the most active unorganized men, and only men of outstanding character and leadership are chosen. The club has always been small and kept its standards on a par with its motivating purpose.

Several smokers are held each year for the independent men, and the club meets once a month to discuss the problems and proper representation of these men in college events. The club also chooses the intramural teams for the independents, and submitted a skit for the "Footlight Frolics".

OFFICERS

W. W. Davis _____ President

L. R. McKinney _____ Vice-President

W. F. Livengood _____ Secretary-Treasurer

THE PLAN

(Continued from Page 86)

We, like all institutions, have certain standards that must be met, once the student is admitted. We shall do what we can to help all who enter college to meet, and more than meet, these minimum requirements. I am speaking not only of scholastic requirements but also of requirements of conduct, of good taste, and of attitudes. These are minimum requirements below which a student may not go without disaster to his college career. We attempt to discover any marked tendencies in an applicant before he is admitted to college rather than afterward.

Now, if I may, I should like to leave the applicant just as he is notified that he is, or is not, admitted, and consider the second of my four divisions—the securing of the intelligent, sympathetic, and whole-hearted support of the Faculty. Possibly I should use the word informed, instead of intelligent, for I have in mind an adequate understanding of the importance of the individual and the significance of individual differences. I would emphasize the need for the Faculty's understanding why the educational program is built around the individual student as of prime importance.

I would urge in such a situation as ours that each Faculty member be sympathetic with the point of view that has led us to adopt this particular program, and, of course, if he is to work with the rest of us, we desire, and have the right to expect, his whole-hearted support for the plan adopted by the Faculty, and now in operation.

There are certain obvious facts, frequently overlooked, as regards this theory of the importance of individual differences. One is that college professors differ from one another in about the same ratio that college students differ from each other. Any educational program for a college that ignores this difference in teachers is doomed to mediocrity.

Such a program as I am discussing depends on such individual differences in the Faculty. For instance, our incoming Freshman class, of approximately 150, is divided into twenty groups and assigned to twenty Faculty advisers. This is not a hit-or-miss assignment, but from what we know of the incoming Freshmen we can judge with some accuracy as to which one of these Faculty advisers is best suited to the interests and probable needs of each new student. Even then, the assignment is not made final until the advisers meet, and each new student's name and record is presented. Not infrequently one of the Faculty advisers will say, "I will take that boy," and give his reasons for doing so. If there appears any reason for the boy's having another adviser, the matter is discussed and a decision reached.

It is true that in the past I have frequently said that it was not likely that one could find many excellent advisers in an average faculty. I am glad to say that I have changed my mind. At least, given certain conditions, I think that teachers as a group are likely to make most excellent advisers. Provision must be made, however, for personal differences. Some teachers do not make contacts readily, but if the student will seek them out it is frequently true that such teachers give very good advice, and command the student's respect and personal regard. It is the wise thing in such cases to make the contact for the teacher and thus utilize a good adviser.

Some teachers make contacts easily enough, but are not skillful in repeated follow-up work. In special instances where several conferences are justified by the nature of the case, it is better to provide that such follow-up work be done by someone else rather than to sacrifice a good first-contact adviser.

Such conclusions have led me to believe that by careful cooperative planning many college teachers can be used most effectively as student advisers. In so far as this is true, there are numerous indirect benefits

(Continued on page 124)

THE PLAN

(Continued from page 123)

to be derived from the use of many faculty advisers, in addition to the direct benefit of having enough advisers to go around.

One such benefit that I have observed at Wabash is the carrying over of the personal contact technique and point of view into classroom work. Our Faculty give a great deal of time to personal contact instruction, where they sit down with one student at a time and discuss the course work. This is in addition to the regular classroom work, and is quite apart from their work as advisers. I am sure that their advising adds both to their interest and effectiveness in this individual instruction. Our Faculty also cooperate most heartily in making contacts outside of the classroom where the status of teacher and pupil is more nearly that of associates. Here again the principles and practices growing out of interest in the individual student add materially to the profitableness of such contacts.

The President and Dean of the College work with the Faculty in all of these activities. Both of them do a great deal of personal interviewing, and together they follow the work of the Faculty advisers and assist them whenever possible.

The student's cumulative record card is kept in the Dean's office, since he is constantly using these records in daily personal interviews with students. At no point does our plan of personal contact with students operate more effectively than in the Dean's personal relationships with individuals and groups, both in the Faculty and in the student body.

As I have indicated, a considerable amount of information concerning each student is obtained from the application blanks. Additional information is received from the Registrar's office. The Registrar is much interested in this whole plan and is of great assistance in the entire advising program and especially in checking the technical requirements. He watches over the program for all students, checking all technical matters, and also checks the work of the advisers, to make sure that they do not go wrong.

I think that if our scheme for handling students on an individual basis has any especial merit it is, in part, in the extent to which the members of the Faculty cooperate with the administration, and in the degree to which the work of these two groups is coordinated. That we should have achieved this cooperation and coordination with so little formalized organization is a source of great satisfaction to me.

When the Freshmen arrive they are, first of all, given a series of tests. The next day they are divided into five groups for registration. Five or six members of the Faculty are appointed, for the day, to assist in the registration process. Thus, each Faculty member has about twenty-four men to register—twelve in the morning, and the same number in the afternoon. This allows sufficient time for the Faculty member and the new student to sit down together and discuss the requirements of the College and the desires and interests of the student.

Certain technical information is essential at this point. The Faculty member receives it directly from the Registrar, who during these days must work rapidly and accurately to supply the adviser with the answers to the following important questions:

1. How well did the entrant do in the English Placement Test? If he belongs to the top twenty, the adviser gives him the choice of a top section of Freshman English, or an advanced course of English, or of taking Speech.

2. How did he get along in the Mathematics Placement Test? Does he present college algebra or trigonometry or both, for admission? If he makes the top twenty he may go into a superior section of Freshman mathematics.

3. Does he offer enough mathematics for entrance to register for Sophomore mathematics, or may he waive mathematics altogether and begin his science?

(Continued on Page 137)

Centennial

CENTENNIAL PROGRAM

Saturday, October 29

10:00 Meeting of the Board of Trustees

12:00 Luncheon in the Gymnasium

2:00 Football Game, with Miami University

7:30 Reception to Alumni by Administration

8:00 Scarlet Masque Play, "The Fallen Saved"

Sunday, October 30

10:30 The Centennial Religious Service

8:00 Concert: The Cincinnati Little Symphony, assisted by the Wabash College Orchestra.

Monday, October 31

10:00 Centennial Academic Assembly

(On the following pages the Editors offer a pictorial conception of the Centennial week-end. No chronological sequence is attempted, other than a presentation of the principal speakers in the order of speaking. The pictures were taken by either the omnispective camera of the official photographer or the irreverent but candid kodak of John Horuff.)

WABASH CENTENNIAL

WELCOME

CENTENNIAL

■ Dr. Henry Sloane Coffin, President of the Union Theological Seminary, who delivered the Centennial Sermon.

■ The Kappa Sigs used as decoration, a pictorial record of the Presidents of Wabash and lists of their achievements.

■ Caps, gowns, and hoods of students, faculty, and visitors in academic procession.

■ The Betas do homage to Pete Vaughan and in addition present Nature in the raw being seldom mild.

■ Visitors leave the inspiring Centennial Religious service.

■ An unusual study of the Chapel by Horuff.

■ Saturday night at the Administration's reception. A group of students, faculty, and friends only subconsciously aware of the camera, discuss among other topics the events of Homecoming Saturday.

LOOK OUT
MIAMI
WABASH
1832

■ An informal study of Trustees G. B. Luckett and J. J. Daniels listening to an amusing comment on the festivities.

■ The Delts welcome their alumni, warn the Redskins, and depict the evolution of a Caveman.

■ Ward "Piggy" Lambert signs the register of Wabash men at the Alumni Luncheon. An eccentric Miami supporter toots his horn in defiance.

■ President James Rowland Angell of Yale, principal speaker at the Academic Assembly on Monday morning.

■ Two more views of the academic procession.

■ The freshmen's burning invocation to the gods of Football.

MIAMI
WABASH

100 YEARS AGO THEY
FOUNDED A COLLEGE
IN THE WABASH COUNTRY

■ The Beta Kappas compare the student of 1832 to a student of 1932.

■ Doctor Haines, backed by President Hopkins, warns his colleagues that an unrobed intruder is at hand.

■ President Ernest Martin Hopkins of Dartmouth College, commenting on the early condition of his college, communicated the greetings of Dartmouth.

■ The Sig Chis, undecided, both hang and electrocute effigies of the Homecoming opponents.

■ An external view of the Chapel portals.

■ A Phi Gam horse and buggy having overcome obstacles, looks ahead with determination to future conflicts.

■ Dr. Joseph L. Carnahan pays homage at the shrine of his father, James A. Carnahan, Founder and Trustee of the college for forty-six years.

■ Mr. Ragan, and Mr. Lawson flanked by the Cincinnati Little Symphony and Wabash College orchestras. Mr. Lawson conducted the Little Symphony in the first half of the concert, and Mr. Ragan conducted both orchestras in his own compositions, "Old Wabash" and "Alma Mater".

COME ON

WELCOME

■ Tau Kappa Epsilon waves its banner of challenge.

■ Betas return to the old stamping ground.

■ A materialistic view of the Chapel, again by Horuff.

■ Lambda Chis are again welcomed and the motto of the college prominently displayed.

■ Dr. Alfred Horatio Upham, President of Miami University, expresses the greeting of his school to its friendly opponent.

■ A closeup of the freshman bonfire.

■ Wabash parades and vigorously responds to Breading's entreaty of "Yell like Hell".

WABASH COLLEGE INDIANA
SCIENTIAE ET VIRTUTI
1832

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To the patronage of Wabash men, we wish to recommend the above professional men and merchants, who have aided greatly in the financial support of this yearbook.

Wabash College

(Founded 1832)

A COLLEGE FOR MEN

BACHELOR OF ARTS DEGREE ONLY

LIMITED ENROLLMENT

The Purpose of Wabash

The term education is of very extensive import. It relates equally to the moral and physical nature of man, and comprises the development and training of all his powers . . . But I have chiefly in view, in my remarks on liberal education, the improvement of mankind. . . . Education in its application to the mind, comprises the development, right direction and permanent discipline of all its powers. To be thorough it must provide this harmonious and efficient action.

—(From an address by the first president of the college, Dr. Elihu Whittlesey Baldwin, July 13, 1836.)

400 Students Faculty of 33

Catalog and information concerning admission may be secured from the Director of Admissions, Crawfordsville, Indiana.

(Continued on page 124)

4. How many units of foreign language does he present? For instance, if he offers two units in Latin he may continue his Latin for a year, thus opening a place on his schedule for a science, or he may begin an elementary foreign language which will exclude science at this time on account of the hours involved.

All this information the Registrar supplies.

I have already indicated how the Faculty advisers are appointed. In point of time these appointments are made as soon as classes begin and college is under way. At once thereafter I begin interviewing all new men.

It is in this interview that the Freshmen are notified concerning their Faculty adviser. I explain to each one individually that we have no intention of annoying him with a lot of supervision or a lot of advice, but that in both his Freshman and Sophomore years there will be matters that he may wish to discuss with someone in a position to furnish him with reliable information, that his Faculty adviser has been appointed to serve in this capacity, and that it is the student's right to look to him for such counsel and advice as the student may desire.

I endeavor to emphasize the point that the Faculty adviser is not going to run around after the student, and that it is the student's responsibility to make the first contact and to make it early in the first semester. I explain to the student that he will be allowed approximately ten days to make this contact, and that I shall then have a report from the advisers as to who has complied with this stipulation and who has not, so that if in ten days' time he has failed to make the contact, I shall get in touch with him again and find out why.

This interview offers me opportunity also to check our records. I inquire where the student is living, what course he is taking, and concerning any other matters which should appear on the student's cumulative record card that for some reason or another have been missed. If carefully done such an interview will reveal the cases of students that are in any difficulties, and if there is something actually done to correct the difficulty, word will be passed around among the students that such interviews are worth while.

After the interview I write a short letter to the parents, saying that I have talked with the boy and find that he is well established, or this or that difficulty has come up, but that we are endeavoring to correct it and that we shall appreciate any help they can give us.

In the spring before pre-registration for the next year, I interview all Sophomores to discuss with them which field of concentration they are going to elect, and why. During this interview I endeavor to check very carefully the basis for the student's decision to do his work in the last two years in one field rather than another. The significance of this de-

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cision for the student will be made clearer when I have had opportunity to explain the nature of our curriculum. The point I wish to make here is that, having settled on the student's field of concentration, I then give him his choice of adviser for the last two years of his college work from among the teachers in the division in which he has elected to do his work.

During this interview I have before me a form prepared by the Registrar, giving a summary of the student's scholastic work to date. I am thus able to discuss with him any requirements that have not been met and what must be done to meet them. At the same time I fill in the information on this form, showing what division he has elected, whom he has chosen for adviser, and the courses that the student and I have agreed upon tentatively for him to take in his Junior and Senior years. This form then goes to that member of the Faculty chosen by the student as his adviser, and at an appointed time the student sits down with his new adviser to discuss his proposed schedule for the next two years.

This is no perfunctory interview, and it is not uncommon at all for the Faculty adviser to suggest another combination of courses than that which the student and I tentatively agreed upon. It also frequently happens that the student, having given the matter further consideration, has some different notions of his own from those that he had when he talked with me. If either the student or the Faculty adviser is uncertain about the changes made, one or both of them will take it up with me. After this interview these forms are carefully checked again in the Registrar's office to make doubly sure that all requirements have been taken care of.

During the winter I interview all Seniors to find out how their plans for the future are developing and what, if anything, I can do to assist them. In point of time these Senior interviews come between the Freshman and Sophomore interviews. Here again any one of innumerable circumstances may arise that make it seem important that Seniors should talk with one or more members of the Faculty. Plans for graduate school work or pro-

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Wabash Headquarters

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fessional school work, information concerning state requirements for teachers' licenses and opportunities for positions, business opportunities, and all that is involved in making a choice and making contacts may thus be discussed by each Senior, not only with me and with the Dean, but with several members of the Faculty, all in the light of the information we have collected concerning his capacity and interests both when he entered and during his four years of residence in college.

The two points which I am especially anxious to emphasize under this division of my paper are that, in spite of its imperfections and shortcomings, I believe that we are able to demonstrate by means of our whole educational plan at Wabash that, first, if reasonable effort is made to do so, it is entirely possible to secure for the plan the intelligent, sympathetic, and whole-hearted support of the Faculty, and, second, if some care is taken that the reasons for such personal contacts between Faculty and students be thoroughly understood by the student body, the plan will be accepted as a natural and desirable service and so utilized by them.

It may seem to many of you by this time that we have endeavored to emulate the historic fable of Mark Hopkins at one end of the log and the student on the other, and that we may be a little shy of classes and courses. Such is not the case, however, for we do have both, as I shall attempt to show under my third heading, which is, the adoption of a well-balanced and unified curriculum.

In the winter of 1927 a committee was appointed of five members of the Faculty of Wabash College to consider the desirability of revising the curriculum and, if they deemed it advisable to do so, to draw up a plan of the new curriculum and present it to the Faculty for the Faculty's consideration. Two members of the Faculty went to study what was being done in various other institutions. A great deal of material was collected and studied.

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THE PLAN

As I have said before, this Faculty committee borrowed freely from the plans in operation at other institutions. Special acknowledgment should be made of assistance received from Columbia University for the plan of the first two years, including the course in Contemporary Civilization, and from Harvard, Princeton, and Dartmouth in their schemes of concentration in the last two years.

In June of 1927 the committee presented a tentative plan to the Faculty. When college opened in the fall, this report became the principle business of the regular and special meetings of the Faculty. A revised plan was finally worked out and in January of 1928 it was adopted by unanimous vote by the Faculty, to be put into effect with the class entering college in September of that year.

Thus it will be seen that the first class to graduate from Wabash College under the curriculum which I shall discuss will be the class of 1932.

In forming its plan, the committee stated that it had constantly in mind two main purposes:

1. To assure that every student should acquire, mainly in his Junior and Senior years, some degree of mastery of one field of study, as a whole, and not merely of particular courses in that field.

2. To assure that in his Freshman and Sophomore years every student should so distribute his time among all, or nearly all, the fields of study as: (a) to enable himself to make a wise choice of his field of concentration, and (b) to obtain for himself, particularly in these years, though also in the elective courses provided for his last two years, the values of a general and not merely of a specialized education.

Of almost equal importance in the eyes of the committee has been another purpose:

3. To provide a new course, to be taken by every student in his Freshman year, which should enable him to see all the fields of study not

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as distinct but as closely related, and which should stimulate him to regard his college work as something more than merely a continuation of studies already pursued in high school.

The report continues:

For the fulfillment of its first purpose, that of securing concentration of effort in the last two years of college, the committee has placed its reliance chiefly on the device of the comprehensive examination. These examinations are to be given at the end of the Senior year. It is essential that it be clearly understood that to pass these examinations is an absolute requirement of a candidate for a degree.

Concentration, and the comprehensive examinations, are to be not in the department, but in a new unit, the Division. There are four Divisions as follows:

Division 1. Science.
Division 2. Foreign Language.
Division 3. Social Science.
Division 4. English, including Speech.

This new divisional organization takes the place of the old departmental organization.

For the Faculty the tendency is to study teaching problems in divisional rather than departmental meetings, thereby broadening their outlook and increasing cooperation.

For the student, in the Senior year, there are two courses in the Division, two outside; and an amount of reading equivalent to a fifth course, to be done in preparation for the comprehensive examination under the direction of the Faculty of the Division of concentration. In the Junior year the student takes three courses in his Division of concentration and two outside his Division.

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THE PLAN

The Freshman and Sophomore years are distinctive in that each student takes at least one course each year in each of the four Divisions. This distribution of studies is provided partly for its own sake, to secure a measure of the "something about everything" part of the old definition of the liberal education, and partly to help the student to make a wise choice of his field of concentration, in the second semester of his Sophomore year.

In all of its proposals the committee sought to get away from hours and credits as the basis on which the degree is awarded, and to substitute as units of measurement of fitness for the degree, first, year-courses, to be taken in orderly arrangement through four years of residence, and, second, the passing of the comprehensive examinations.

It is impossible for me to separate in my own mind the importance of the arrangement of courses which we call the curriculum from the importance of the quality of instruction and the attitude of the instructor. It is for this reason that I have placed so much emphasis on the point of view which actuates us in the carrying out of this plan and which has so great an influence on the teacher in his contact with students inside and outside the classroom.

My own interest, and I believe the interest of the entire Faculty, in this point of view is not because we consider it something over and above, or apart from, good teaching methods, but rather because we believe it to be inherently bound up with good teaching. The chief criterion with us in securing a new Faculty member is his ability as a teacher. Whatever his other qualities may be, we do not assume that a man can be a good teacher without a scholarly mastery of his subject; but being assured of this, we are then very critical of those other qualities which are also necessary for good teaching.

The curriculum which I have described is designed with the purpose in mind of rendering the greatest possible service to each student. There are certain definite requirements in it that all must meet, and this is one reason why we feel we must be careful to secure as nearly as possible a homogeneous group as regards scholastic ability. Even so, we recognize that there will be marked individual differences in the students who are admitted, and it is for this reason that the requirements are made as flexible as they are for individual cases.

Our educational plan as evidenced by the curriculum calls for serious effort. There is a remarkable absence of the so-called "cinch" courses. The exceedingly brilliant student finds ample opportunity for the exercise of his ability, and his somewhat less talented companion meets an equal challenge, but the educational plan is designed, as far as possible, to benefit all alike. We desire neither to waste our time on a group whose only interest is "getting by" nor to devote an undue proportion of our efforts to a selected group of superior scholars.

(Continued on page 145)

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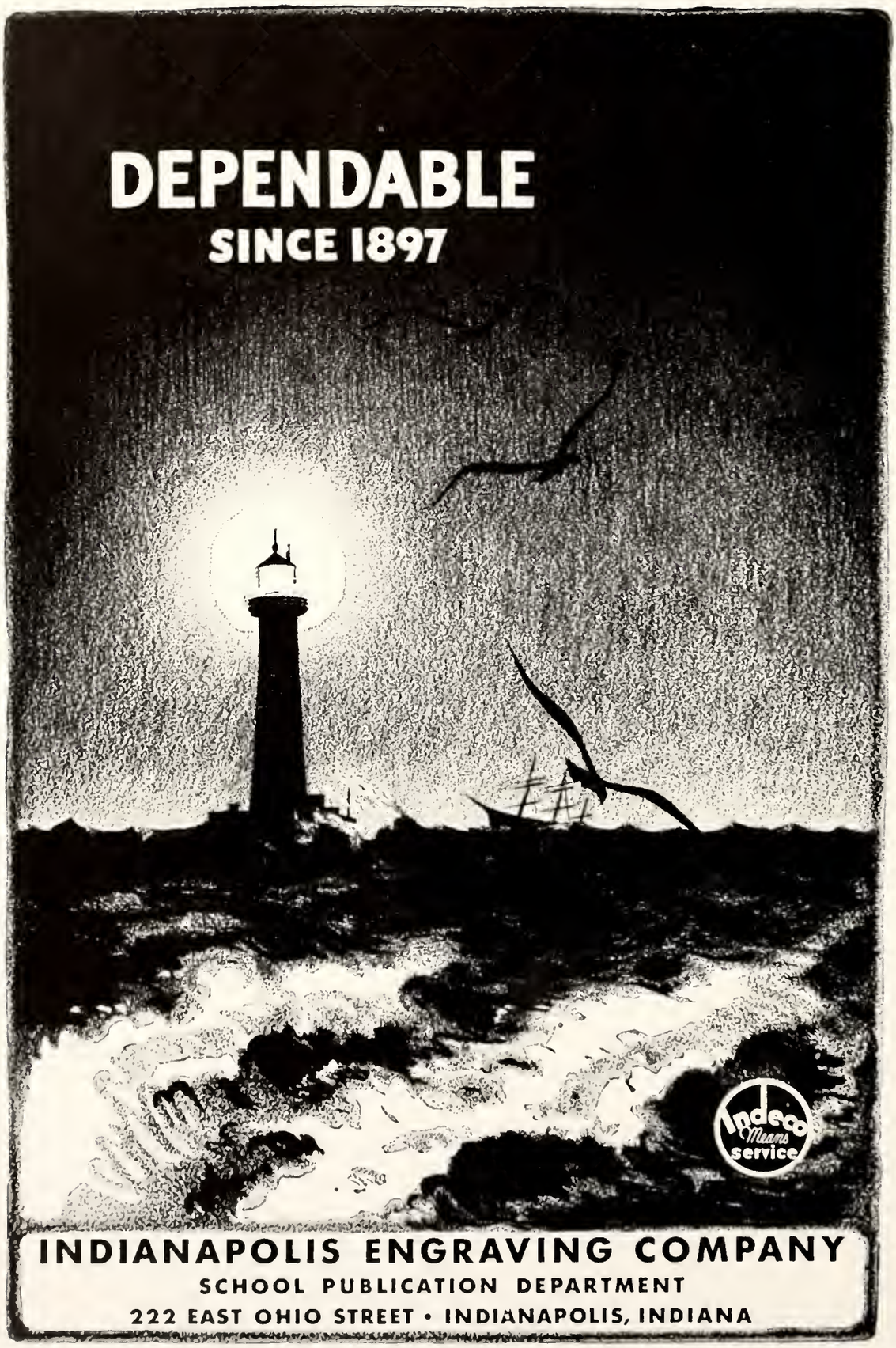
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THE PLAN

(Continued from page 142)

So far as possible, our aim is to create an environment in which we may all work together for the highest possible development of each person, within the group. It is for this reason that I have chosen as the last of my four topics, the harmonizing of all student activities, athletic as well as non-athletic, with the rest of the educational plan.

Wabash College has no professional courses, nor do we attempt to prepare men specifically for any vocation. The courses given are offered because they seem to us to have a place in a liberal arts curriculum. It does happen that certain combinations of courses meet the requirements for professional schools, and we refer to such combinations as pre-medical or pre-law courses.

We have courses in religion, for instance, that seem to me most excellent courses for any man to take. A man going on to divinity school certainly would profit by taking these courses, but so would a man who was not going to divinity school. In so far as our curriculum is to help a man who is going into the ministry, I think the help should come from the things he studies that will not be covered in divinity school rather than from any specific course that will save his time or give him advanced standing there.

The same thing is true as regards graduate schools. We have no intention of attempting to give graduate-school courses. While a student is in Wabash we would like to give him as much education outside of the field in which he will specialize as we can, leaving it to the professional or vocational or graduate schools, which should be vastly better equipped for the task, to give their own specialized instruction in their own way.

We believe in specialization, but think that for some the gaining of a broad foundation should come first. The discovery of new knowledge is essential to life and is dependent on specialization. But the capacity to evaluate the knowledge that we acquire, to see and appreciate the relationships of one branch of knowledge to another, and to understand the significance of the facts that research will discover, comes not from specialization but from a well-rounded, nicely balanced, and more comprehensive application of the mind.

A liberal arts education is not so concerned with the discovery of knowledge as with the gaining of understanding. The forces that we now have, the knowledge to create, we do not yet know how to control. Wabash College will continue, therefore, to offer a liberal arts education designed to lead to an understanding of contemporary life, and we shall encourage each student enrolled in our courses to strive to the limit of his capacity to perfect himself according to the abilities that God has given him.

This purpose has a bearing on our various activities outside of the classroom as well as on our courses and instruction in the classroom. Specialization is to come later. We would assist the student as an undergrad-

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uate to secure an understanding, an appreciation, a comprehensive view of the whole of life, and a grasp of the magnitude of man's possibilities within himself.

Thus, in all activities in college the trend is away from a high degree of specialization. Wabash has for years had a very strong Department of Speech. Under the divisional plan it becomes a part of the English Division. Among our campus activities are oratorical contests and debates. Our students have a truly enviable record of contests won. But while these teachers urge each man to his best effort, they constantly point out that the purpose of the courses is not to make contest winners or orators but to give to as many men as possible a knowledge of the best that is known in the art of speech, and to each one such facility as he may acquire in public address.

Athletics at Wabash include vastly more than intercollegiate sports, but in intercollegiate sports the question of the harmonizing of activities with the whole educational plan became more sharply defined than elsewhere.

First of all, we had a Department of Athletics with a Director of Athletics who was put into the position, a number of years before, because of his business ability, and because of the need for money to get, and to keep, the department out of debt. Naturally, the Athletic Director was concerned if any educational plans were introduced which seemed to interfere with gate receipts. The difficulty was not with the Director of Athletics but with the type of organization which made it one official's business to harmonize all athletics with the educational plan, and another official's business to make one branch of athletics pay financially. We, therefore, did away with the Department of Athletics and took over the finances

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as a part of the operating expenses of the College under the direct supervision of the President.

There were other conflicting points of view connected with this whole question of intercollegiate sports. In 1929, in addressing the Faculty and students on this subject, I said in part:

There are those who believe that the abuses which have grown up around intercollegiate games are so injurious as to warrant their discontinuance in colleges. These individuals shut their eyes to any possible benefit that may be derived from intercollegiate contests and, I believe, to the whole spirit of youth. They see only the bad in a situation and instantly desire to wipe out the whole thing.

As opposed to these, there are some who argue that winning teams are essential to the life of the college, and that since this is so, it is simply a business proposition of how much it will cost to get winning teams.

The desirability of some means for physical development for college men is evident to all who have given the matter any consideration. . . . The particular plan which we have adopted is an athletic program, intercollegiate, intramural, and on down to contests between any two men who will find sport in friendly competition.

Individual differences in athletic abilities are as common as in the classroom, and therefore the effort is made to place men in groups where they will be neither too greatly depressed by the superior skill of their fellows nor too easily satisfied with anything short of their best effort. To meet an occasional opponent who can outplay you, in every department of the game, may not be bad for you, and to meet an occasional opponent who is much less skilled than you, may do you good, but the zest of competition comes in closely matched rivals. If this be true, there will always be a group of men on any campus who, because of their superior athletic ability, will find real competition only with another superior group from somewhere else. Another group of fellows from another college seems a logical source.

Meanwhile, it should be noted that in emphasizing games in our recreational activities, we believe that in addition to other educational benefits to be derived therefrom, there is something of definite value in making the more intimate acquaintance of the men you play with and the men you play against. In intercollegiate sports there should be something of educational value in meeting and knowing men from other institutions.

There is nothing new or original in these comments on the relationship of athletics and more especially intercollegiate sports to the educational program of a college. It seems to me, however, that there is not the need at this time for original thinking in this regard so much as there is need for straight and honest thinking. Any talk of doing away with in-

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THE PLAN

(Continued from page 147)

tercollegiate sports, because of abuses that have developed, appears to me to be nonsense, just as I consider it stupid and unprincipled to argue that we should hire men for our teams and thus force the legitimate undergraduate representatives out of their rightful positions.

Either intercollegiate sports have a place in the educational program of the college or they have not. If they have not, we should do away with them even at the risk of leaving alumni with nothing to do on a dozen Saturday afternoons each fall. I believe, however, that they have a place in the education of the undergraduate. We shall endeavor to avoid overemphasis and strive to make intercollegiate sports count to the benefit of the undergraduate as a part of his education.

I am happy to say that this program has had the hearty support of the student body and of a majority of the alumni.

It has presented some difficult problems. We have definitely given up any attempt to play out of our class. We have had to reduce expenses materially. Other adjustments have had to be made. Not all of our problems in this regard are solved as yet, but even so, something tangible and vital to our plan of education has been accomplished.

Meanwhile, the rest of our athletic program has grown in favor and effectiveness so that our recreational activities command the interest and involve the participation of more than four-fifths of the student body. In the intramural contests, teams from among the fraternities and independent men compete throughout the year. The Faculty also are represented with a team in several of the sports, and finished well up in the ranking by points won at the end of the second semester this June.

One other activity, or an outgrowth of an activity, should be mentioned, since it bids fair to harmonize so perfectly with our curriculum as to become a part of it. We started a very informal discussion group of students and Faculty some years ago as a sort of continuation of some of the departmental clubs. One is never certain of either the origin or the development of these things, but even prior to the discussion group there had been an attempt at the formation of an outing club. Perhaps from these sources in part and from new inspirations in part, the formation of a study camp for Seniors has materialized. Thirty miles southwest of Crawfordsville on the edge of what can be called the rough country of Indiana is located a state reservation of land and park, known as Turkey Run. Here in the spring before the tourist trade is heavy, the large inn and adjoining camps, all property of the state, are made available to us at a very reasonable cost for groups of Seniors and one or more members of the Faculty to hold study camps.

Groups chosen from various cross sections of college affiliations pack their books and leave college to spend a week living and working and play-

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ing together in surroundings isolated from interruptions in any form from outside. Breakfast is at seven o'clock. Reading for comprehensive examinations is the program for the morning and for two hours in the afternoon. A long tramp along one of many trails down into the canyons and up steep and rugged slopes is scheduled for the last half of the daylight. Dinner is at six thirty, and an hour of leisure comes before the assembly at eight o'clock in the evening for a general discussion of some topic previously chosen. At night several members of the Faculty will join the group if they have not already done so for the afternoon hike. From Monday to Saturday the same group of students are together. The experience has been found to contribute to an individual's capacity for self-directed continuous work and to helpful and intimate companionship.

In our catalogue statement of requirements for graduation for students entering in September, 1928, or later, there is this stipulation: "Four full years of residence are required." Why do we believe in four years of general training? The answer is, first of all, that we believe in the developing process of the liberal arts college. There is no question concerning the process that all young men must pass through in growing up; of passing out from the immaturity of boyhood into the maturity of manhood.

It is for boys who are willing to take the time and do the work, that Wabash College holds out the opportunity of devoting four years, not alone to the training of the mind, but also to the improvement and refinement of mind, morals, and taste, to the end that they may become familiar not only with the mechanics of learning but also with the spirit of learning. Improvement and refinement can never be put on a piecework basis. It may be that knowledge can be pumped out or pounded in by the clock, and measured in quarts or pounds, but understanding comes as a process of growth in appreciation and experience, and is dependent both on the individual's capacity and on his environment.

It is in this belief that Wabash concerns itself with the selection of its students on the one hand, and the environment in which they live and work in college on the other.

The chief factor in the environment in the liberal arts college seems to me to be in the daily lives and associations of both teachers and students. Such an association of youth and maturity will, of necessity, create an atmosphere in which permanent impressions will be made, permanent disciplines accomplished, and permanent values established. To pass into and out of such an atmosphere like a mail plane in the night will neither contribute anything to, nor take away anything from, such an environment. To live and to work in such an atmosphere and participate in such associations offers an opportunity both to give and to receive those things which have ever gained a permanent hold on the minds of men.

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